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School Activities

The National Extra-Curricular Magazine

for—

School Executives
Directors of P. T. A.
Club Advisers
Class Sponsors
Coaches
Student Leaders

PUBLISHED BY THE
SCHOOL ACTIVITIES PUBLISHING COMPANY
TOPEKA, KANSAS.

News of Interest

- to -

SCHOOL ACTIVITIES READERS

This month new names appear on the title page.

Harry C. McKown becomes editor. Dr. McKown is author of five major books in the field of extra-curricular activities. He needs no introduction.

Members of the Advisory Board are authorities on extra-curricular activities and are known for their contributions to this phase of education.

The cooperation of these educators means a bigger and better School Activities Magazine.

**School Activities Publishing Company
TOPEKA, KANSAS.**

SCHOOL ACTIVITIES

The National Extra-Curricular Magazine

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As the Editor Sees It—

We take up our new duties as editor of **SCHOOL ACTIVITIES** with the proverbial fear and trembling, but with these overshadowed by feelings of pleasure and appreciation; pleasure at having an opportunity to assist in the further development of worth while education through the extra-curricular activities, and appreciation of the efforts of those who have made, are making, and will continue to make this field educationally profitable.

This magazine is not an organ for the publication of its staff's ideas; the staff is merely a necessary evil. It is for the purpose of giving wide publicity to desirable ideas, ideals, devices, plans, and experiences. It is a missionary agent for the dissemination of the gospel of extra-curricular activities. And although it helps to promote that gospel, it does not originate it. Let's pool our experience.

"We tried the student council for a year and it didn't work, so we dropped the idea," stated a high school principal recently. Contrast this with the theme of an address, "The Great Experiment," by a well-known Federal Judge to a large group of university students. If the democratization of adult American society is still in the experimental stage after a hundred and fifty years, then certainly he is an optimistic school administrator who expects to democratize his school in a year or two.

Startling development in extra-curricular activities has been made in the secondary school, but as yet comparatively little emphasis has been placed upon them in the elementary school. We plan to direct some attention towards this, a still larger field.

This is the age of evaluation. The investor in education has a perfect right to know the value of his investment—its returns. Mere claims or assertion (often extravagant), even though apparently logical, does not represent demonstrable proof in education or in anything else. True, it is difficult to evaluate returns which are in the form of improved personality, character, and general citizenship, but such proof is not impossible. If improvement is made, it should be seen; and devices will be developed with which to measure such improvement. In extra-curricular activities some interesting and significant beginnings have been made. We need more of such attempts. Our program will rise or fall, live or die, develop or fail to develop, according to the justification we can make of it. In the past most of our literature has been descriptive. We still need much of that type. But we also need measurement. Let's evaluate as well as describe.

A university was recently described as a "stadium with a college attached." Is this wit, or sense, or both?

"Nothing succeeds like success" is no more true than "nothing fails like failure." Every child must have a chance to succeed in something. Extra-curricular activities offer boundless opportunities to aid students to succeed.

Let's have a popularity contest before we have election of officers. That's that. Now let's elect to office those students who will serve the organization best.

A new year ahead—a year beset with difficulties and obstacles, but a year with greater opportunities than ever. May it be your best yet.

COMING

Stage Equipment for Junior and Senior High Schools, by F. A. Boggess

Assembly Programs, by M. Channing Wagner

The Negative Case, by Harold E. Gibson

The Audoscope, a one-act play, by Kate Alice White

The Mimeographed Annual, by H. L. Firebaugh

Making the Most of Your Printing Plant, by Anna Manley Galt

Special Convention Issue of High School Paper, by Neal M. Wherry

A Gymnastic Circus Program, by T. C. McMillen

Other extra-curricular activity features including projects, plays, stunts, news notes, and articles of special interest.

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A High School Scholarship Fund

Frances L. Smith

UNIQUE in the annals of high school affairs is the scholarship fund established in 1930 by the senior economics classes of Abraham Lincoln High School in Des Moines, Iowa. This scholarship fund is, to the best of my knowledge, the only one of its kind in the United States. It was established by the students, is partially governed by them, and is supported by money earned by the student body. Loans are made from this to graduates of the school who wish to continue their education and whose finances are otherwise insufficient.

In the three years since its inception nearly seventeen hundred dollars have been earned for the fund and over fifteen hundred dollars have been loaned. These loans have been granted to some fifteen individuals and some of them have already begun to pay back the money they borrowed.

The constitution which governs the fund is short and simple. It states the purpose of the fund, provides for the management of it, and states the duties of the managers. The constitution reads as follows:

THE LINCOLN-WEEKS SCHOLARSHIP FUND

We, the members of the January, 1930, Economics class have come to realize that in a truly democratic society, all the citizens of the nation should have an equal opportunity to develop their possibilities to the utmost. We, in America, are now conducting a great experiment to determine whether or not such a society is possible. This experiment in a democracy can succeed only by the elimination of prejudice and ignorance, and by the fostering of good sportsmanship, honesty, knowledge, and loyalty to worth-while ideals. These virtues, we believe, are developed by an education extending beyond the high school. In order that the graduates of Abraham Lincoln high school may have better opportunities to continue their education than they have at the present time, we submit the following plan:

I. We propose to establish the Lin-

coln-Weeks Scholarship Fund. The fund shall be created (a) from profits of such school activities as in the discretion of the administration shall be allotted to it; and (b) from such special activities as the Board of Trustees, hereby created, shall sponsor with the permission of the administration of the school.

II. The management of the fund shall be in the hands of a Board of Trustees.

- A. The Board of Trustees shall have seven (7) members consisting of the principal (or, if he prefers, the vice-principal), two (2) teachers selected by the faculty of the Abraham Lincoln high school, one person chosen by the Parent-Teacher Association, one student selected by the Student Council, one graduate chosen by the alumni, and one business man or woman, in the City of Des Moines, selected by the faculty. These officers shall serve without pay.
- B. The term of office of the members of the Board shall be two (2) years. Members may be re-elected. If there is a vacancy, it shall be filled within one month.
- C. Four (4) members of the Board shall constitute a quorum.

III. The officers of the Board shall be a president, vice-president, secretary, and treasurer, elected by the Board at their first meeting each year which shall be held during the month of September. Their duties shall be those ordinarily incident to those offices. All funds shall be deposited with the school registrar who shall pay out money as directed by the Board of Trustees.

IV. It shall be the duty of members of the Board:

- A. To loan funds to graduates of Abraham Lincoln high school in order that they may continue their education. No loan shall be made for more than \$300.00 to any one graduate for any

school year. Interest on loans at the rate of four (4) per cent shall start one year after the borrower has left college. Every loan must be protected by insurance payable to the Lincoln-Weeks Scholarship Fund. The basis of all loans shall be character, ability, financial need, and willingness to help themselves.

- B. To invest money not loaned to graduates.
- C. To advise and assist the economics classes or any other classes or groups of people in raising money for this fund.

It really is amazing how many different ways to make money for such a project will present themselves. Some of those used at Lincoln High have arisen spontaneously and others have been the result of long and careful planning on the part of faculty and students. Some of them take little supervision while others mean hours of work and weeks of preparation.

The economics classes each year take over the sale of candy bars at basket-ball games and in the school building after school two days a week. The candy is bought at wholesale so a nice profit is made in this way. The social committee of the Student Council sponsors noon dances once a week on Tuesdays and a social hour after school on Fridays during the winter to which a penny admission is charged. The music is furnished by the school orchestra.

The Leisure Time committee of the Character Commission handles the Penny Movies which are shown during the lunch periods on Mondays, Wednesdays, and Fridays through the cold weather. One reel of films is shown, sometimes a single reel comedy, but more often a feature film shown serially. Here again the admission is one penny. The noon dances and the penny movies are particularly popular with the students and a not insignificant sum is realized in this way.

Each year the alumni give a play. The parts are taken by graduates, many of whom have been prominent in dramatics during their high school days. The players rehearse at the school building after their working day is over, under the direction of the dramatic coach. Usually a comedy is chosen because that type of play has proved most popular with the patrons of the district. With seats sell-

ing at twenty-five and thirty-five cents a large attendance is assured.

The most important source of income for the fund, however, is the annual Fiesta which is held early in December. Preparations for this event are begun shortly after the opening of school. The whole student body works on the affair in one way or another. Each department has a share in making it a success—and a real success it always is, too, since each year between three and four hundred dollars have been cleared over and above expenses.

For weeks beforehand one may hear sounds and see evidences of something unusual going on. "What's your home room doin' for the Fiesta? We're makin' garden markers"—or painting boxes or doing any one of a number of other things. Girls in the sewing department, from scraps left over from the making of monograms, concoct school arm bands, scull caps, flowers, and what-not. Doll clothes to delight the hearts of small sisters, hot dish holders, quilt block patterns, clothespin bags—all are made from pieces of prints left when dresses are cut out. And from new materials aprons, dresses for little girls, and whole quilts result.

The art classes always have a number of fascinating things on sale. Christmas cards of all kinds, linoleum block print, parchment, stencil, mimeograph, hand-drawn and tinted, cut-out, all sell long before the day is over. Leather work has proved salable, too, and card cases, bill-folds, and key cases as well as small purses are in demand. But of all the lovely articles made by the art students, the ones which I have found most attractive are the bracelets made of pewter, etched and perforated, and the Christmas wrapping tissue decorated with block-print designs. Last year several table scarves and a wall hanging were made of transparent velvet decorated with block print patterns and these were stunning.

Toys, doll furniture, and a number of games are built by the manual training boys. Among their most popular products are sets of doll furniture made from clothespins and three-ply fir painted in bright peasant colors. The girls in one of the home rooms make bed spreads and bolsters of prints, lamp shades, and crocheted rugs to go with this furniture. One of these sets is enough to draw squeals of delight from any small girl. Moreover,

the boys put up the booths where different articles are to be sold.

Home rooms volunteer to take over some certain booth or to furnish certain kinds of articles. One group recently got a large number of the squarish tin boxes in which typewriter ribbons come (plenty of these were available from the commercial department). These boxes were painted in a variety of different colored lacquers and decorated on the tops with metallic stickers such as are used to fasten gift packages. Another group made clever wooden garden markers in fanciful shapes—penguins, Mary-quite-contraries, rabbits, gnomes and what have you. These were fastened to pointed stakes and painted giddily. Then there is the usual assortment of home-made candy, scrap books, paper flowers, and white elephants.

On the day of the Fiesta, school closes at two o'clock and from then until four or so, the whole place is somewhat of a mad-house. Booths are erected in a hur-

ry, stocks are put on display, and salespeople check over their surplus stock. Santa Claus and his factory would not be any busier than the whole first floor of the school building between four-thirty and ten-thirty on that day of the year.

The cooking department, to accommodate the people who are working as well as the guests, serves food which is sold at five cents a portion. The menu usually includes chili soup (a prime favorite with the youngsters in the cafeteria at noon), hamburger sandwiches, apple pie, hot chocolate, and coffee. The serving is done by domestic science students and the food is prepared partly by them and partly by the cafeteria force.

All materials which are to be sold are taken to one central point the day preceding the Fiesta. There the price is determined by a faculty committee and a price tag pinned on each piece. The prices are kept at a point low enough to be within the reach of prospective buyers but

(Continued on page 16)

Student Participation in School Control

J. F. Findlay

THOSE personal qualities which will best adapt the student to the world in which he will live are the ones which good education seeks to develop. There was a time when those qualities were thought to be wisely encouraged solely through curricular channels. That time is past. Good education now recognizes the extra-curricular and the curricular as partners in the educational process.

No doubt the greatest responsibility of extra-curricular projects is the development of character. These activities not only should be arranged to develop the latent talents of students but also the prime effort of a wise extra-curricular program might well be the production of good character in each student.

Character is not learned by reading about it from the printed page. Neither is it learned by standing on the "sidelines" and observing. It comes best

through experience. Therefore, if extra-curricular activities are to be character-forming, they must look to the quality of the personal experience which they provide the student.

The potentialities from the point of view of character development are heavy when student government as an activity is considered. It offers opportunity for personal expression, initiative, responsibility, and the enlargement of individual integrity. On the other hand, because it does provide a chance for constructive development of these qualities, it likewise runs the danger of developing the opposite traits—dependence, irresponsibility, and carelessness. Character thus developed is negative and the school which allows student participation in school control to develop in this direction is open to serious criticism.

An observation of situations in which

poor character training is being carried forward in the activity known as student government leads one to make the following suggestions by way of remedy:

1. Many sponsors need a better knowledge of extra-curricular techniques. Mere good will and a general interest in activities is not sufficient to guarantee successful guidance. Neither will superficial study of methods and subject-matter relating to student government suffice. The instructor who attempts to lecture or teach in the classroom with nothing more than superficial orientation in his curricular subject is doomed to failure. The same is true of the teacher's work in extra-curricular matters.

Does the sponsor know what is being done in this field in other schools. Does he know what the most recent developments are? Does he have any conception of extra-curricular work other than that it keeps idle hands busy out of school hours? Does he have knowledge of the real objectives of this work? And does he have any practical techniques for the achievement of these objectives?

A sponsor who knows no more of student government than the students themselves is a "blind leader leading the blind." He needs to give some time to a discovery of the fundamental principles of student control and their application to his own school situation. He needs to adapt to his own situation certain general techniques long since found useful and workable. He needs to cultivate in his student council members an attitude of mind and a point of view which will bring about significant results instead of routine and unessential common-places. Any interested sponsor can do these things for himself by effort and study together with a reasonable amount of wise administrative application.

2. The traditional gulf which is said to exist between faculty and students is also a serious deterrent toward successful student participation. Granted that faculty and student point of view will oftentimes have different perspectives. It does not follow that these two points of view need to be antagonistic. Some schools have a spirit among the student body which amounts to the belief that the students must seize upon every opportunity to "put one over" on the faculty. It becomes a game to see how much can be "put over." Cooperation is impossible under such circumstances. Common

ground for understanding of school problems by students and faculty cannot be developed in such an atmosphere. The gulf widens instead of diminishes when students feel the faculty not only do not understand them, but worse, shunt them aside without consideration. Student judgment and counsel oftentimes are unwise—so also is that of their elders—but that is no reason it should not be heard and given consideration. When there is no voice of student opinion uttered by students themselves, there can be only one result: there will be frequent grounds for misunderstanding between faculty and students and no adequate foundation will be available for student participation in control. Though the traditional gulf will never be completely eliminated, it can be bridged. It can be bridged by evidences of honest consideration for student opinion, by encouragement of serious expression of student thought on school affairs in the proper student organizations set up for that purpose, and by doing something more than gesturing toward making the word "participation" real.

3. If sponsors need preparation for their tasks, so do students. How many student government officers are elected to office annually with no knowledge whatsoever of their duties or their responsibilities? Is this the wise way to develop the maximum amount of benefit in character development from this activity? No student should take office without a thorough grounding in the significant phases of his new responsibility. Such grounding ought to give him not only perspective for his years' work, but also ought to produce in him a sense of the high privilege he enjoys. Too often neither of these things are found in student government officials. It is time the schools saw to it that students who are the potential leaders of the student government group for next year are inoculated with the importance and the opportunities of their task.

4. Finally, the greatest crime committed against participation of students in school government is that nothing is really given them to do. Read the average student council constitution and you will find many generalities about student welfare and citizenship, but very few concrete statements concerning specific things to be done. In such schools, it is not unusual to find that the students are much more alive to this situation than the

faculty or administration. They sense the unreality of the situation, but do not know what to do about it. The burden falls directly upon those in authority in the school to solve the problem. And by this means, a considerable part of difficulty with student government as experienced by administrators can be solved. Place in idle hands a real responsibility for something tangible and worth doing,

with guidance from a sponsor trained to provide wise counsel, and many a student government situation will rise from its doldrums and achieve new life. More important still, it will make a constructive contribution to the character of each student participating in it.

J. F. Findlay is dean of men at the University of Oklahoma, Norman, Oklahoma.

Personality Impovement as an Extra-Curricular Activity

Marie Marsh

SUCCESS or failure in life is due eighty-five percent to personality and fifteen percent to technical knowledge, if leading magazine writers on the subject can be believed. Whatever the ratio, the possession of a pleasing personality is of such consequence that it merits serious consideration in any high school program. Education in this field may be done in home rooms, or if there is no adequate home room organization, it should at least be offered through a club.

The girls in the preparatory department of Colorado Woman's College in Denver have organized a personality improvement group which meets for one hour each week. It has proved to be interesting and tremendously worth while.

At first this group made a study of the types of personalities, then analyzed people who they consider possess real charm. The qualities which the girls and their sponsor considered necessary to form such a personality were listed and used for study and practice.

The girls studied voice, diction, vocabulary building, public speaking, poise, posture, walking, etiquette for every possible occasion, and also personal appearance. Not only has group instruction been given, but private conferences have been held with those who desired them.

One evening a beauty parlor manager brought her staff to the school and dem-

onstrated becoming hair cuts, hair dresses for various types of girls, how to properly care for hair, skin, and nails. They also illustrated proper make-up for school, street, and parties. After the demonstrations the operator discussed personal beauty problems with the individual girls.

At another time a dress shop sent a style show to the school. Not only the latest styles were shown, but what lines and colors each type of girl should wear were demonstrated. This was done without charge as it was an advertisement for the shop and at the same time was of intense interest to the girls.

Before each major social function was held at the college, the girls talked about the etiquette and proper apparel for such an occasion. After the discussion, the girls dramatized the event so that they knew exactly what was expected of them. In this manner they prepared for parties, formal receptions, formal and informal teas, dinners, and luncheons.

A personality test for school girls was prepared for the group so each could check herself in order to find her weak and strong points. The questions were graded "good," "average," or "poor." Each girl was given three sets of questions—one she filled in for herself, a friend filled in another, and the third was rated by a member of her family. These

then she compared.

The test was as follows:

Measure Your Personality

I

CHARACTER

1. Are you modest about your accomplishments?
2. Can you always be depended upon to do what you say you will?
3. Do you refrain from grumbling about things which you cannot change?
4. Do you control your temper?
5. Can you keep secrets?
6. Do you conscientiously try to work things out for yourself before you ask for help?
7. Are you usually cheerful?
8. Do you refrain from bluffing?
9. Are you democratic with people who have less money or mental ability than you?
10. Are you careful never to make fun of others?
11. Do you avoid being bold and nervy?
12. Are you careful not to gossip?
13. Do you keep your personal troubles to yourself?
14. Do you avoid cheap talk?
15. Can you do what you know to be right even though you know it is the unpopular thing to do?
16. Do you have sufficient self-confidence?
17. Are you punctual?
18. Do you try to improve your English?
19. Do you carry out whole-heartedly all you undertake?
20. Are you as willing to commend a person as to criticize?
21. Do you refrain from contradicting others?
22. Can you make yourself happy when you are alone?
23. Are you willing to improve?

II

FIRST IMPRESSIONS

1. Is your posture good?
2. Are you careful about the daily bath?
3. Are you energetic?
4. Can you listen?
5. Do you keep your clothing neat and tidy?
6. Do you enunciate clearly?
7. Do you select costumes in harmonious colors?
8. Are you appropriately dressed on all occasions?
10. Are you particular about your

nails?

11. Are you careful to see that your hose are mended?
12. Is your voice well modulated at all times?
13. Is your make-up conservative?
14. Do you abstain from chewing gum in public?
15. Do you laugh quietly rather than boisterously?
16. Are you free from self-consciousness?

III

SOCIAL CONTACTS

1. Do you like people?
2. Do you have many interests?
3. Can you keep from showing grouchy feelings?
4. Are you considerate of the rights of others?
5. Do you refrain from bossing people?
6. Do you appear interested in things which interest your associates?
7. Can you be happy without constant excitement?
8. Do you resist the temptation to be sarcastic?
9. Are you able to adjust yourself to any situation?
10. Can you work harmoniously with people whom you dislike?
11. Do you go out of your way cheerfully to help others?
12. Do you refrain from repeating jokes which might embarrass those listening?
13. Can you enter whole-heartedly into the spirit of any occasion?
14. Do you respect the other person's point of view?
15. Do you refrain from showing off before others?
16. Do you keep from borrowing things?
17. Can you make or receive introductions without embarrassment?

Just how much has been accomplished or how much improvement has been made would be impossible to measure. However, the interest and enthusiasm manifested by the girls participating in this study would indicate that at least some are making an attempt at improvement. If these girls can make of themselves charming women, they have far more chance for success in life than if they receive only the best kind of an academic education.

School Assemblies

M. Channing Wagner

ANOTHER school year is before us. Hundreds of teachers throughout the country have used their time profitably in attending summer school sessions. To those teachers who are interested in extra-curricular activities and have taken such a course in summer school, we extend our greetings. We are sure that they have gotten a vision of the possibilities of the high school assembly and that those who are charged with this responsibility are looking forward to a very happy and enjoyable year.

In order that the new readers of *School Activities* may have an understanding of the basic principles of school assemblies, we are including some of the suggestions which were given in the September issue of 1933. It is our belief: (1) that the successful assembly should create proper pupil opinion to aid in the solution of the many school problems which arise; (2) that the assembly should be a means of exploring the school to the school, both curricular and extra-curricular activities; (3) that the assembly is a great force for teaching citizenship; (4) that assembly programs should be given which will create a desire within the pupils for the best things in music, literature, and art.

THE SCHOOL ASSEMBLY ADMINISTRATION

The principal should appoint an assembly committee made up of teachers and pupils. This committee should have a regular time for its meetings where programs are carefully planned. The committee should arrange for properly assigning all programs to groups in the school and then be sure that these groups make proper and adequate preparation. All musical selections should be approved by the music director and all speaking parts by the dramatics teacher. The committee should plan programs for the semester so as to provide a more balanced program for the year. The committee will be responsible for the selection of pupils in such a way as to give wide participation in the school. There should be

kept within the school a complete file of assembly programs with the names of people participating. The keynote to a successful assembly program is preparation. The committee should make certain that every participant has made ample preparation so that the presentation will be worthwhile and successful.

ASSEMBLY PROGRAMS FOR THE MONTH OF SEPTEMBER

The success of any activity depends upon the extent to which adequate preparation has been made. Assembly programs for the year must be carefully prepared in advance. For this reason, it is extremely necessary for the program committee of the school to map out worthwhile programs for the year and it is especially appropriate to have good programs during the opening month of school.

The program committee should arrange to have the very best talent available for the first assembly of the year. It should be their responsibility to select valuable topics for the first assembly and to select pupils who can put across the program and see to it that they are well drilled in the parts that they are to play.

FIRST WEEK OF SEPTEMBER

It is always well to start off the first program with one of welcome. In those schools where there is a Student Council, it is appropriate for the president of the council to preside at the opening assembly. He should give in a few well-chosen words a greeting to the school as a whole, then to the faculty, and if there are any new members of the faculty, to make mention of this fact, and especially to the entering freshman class of the school.

Program

Presiding Officer—President of Student Council

1. Selection by the school orchestra
2. Bible lesson by a senior pupil
3. Greetings to the new pupils extended by the president of the Student Council or by the

president of the Senior class

4. "Traditions of Our School" by a senior pupil

5. School song led by the director of music

6. Response by a member of the entering class

7. President of the Student Council should then introduce the principal after which the principal will extend greetings to the pupils of the school. Also, it is appropriate for the principal, in a few selected words, to call attention to some of the high points of past school endeavor and to call attention to some of the things which he hopes will be accomplished during the new school year.

8. Introduction of any new teachers who have been added to the faculty by the principal, giving their home room and the subject which they are to teach

9. Introduction of the cheer leader of the school, who will lead in a few songs and then conclude by giving a few well chosen yells

10. Salutation of the flag and the singing of "America" or the "Star Spangled Banner"

SECOND WEEK OF SEPTEMBER

By the end of the second week the organization of the school is well under way and the election of officers of the various organizations has taken place. It is very appropriate and fitting that a very important place be given to the induction of officers into offices. In many schools officers are elected without any ceremony or without any responsibility. Consequently, the officers lack the dignity which should be given to this particular part of school life. Therefore, the second assembly program of the year should be characterized with a dignified and appropriate ceremony of induction of the school officers into office.

Installation of Officers Program

President of Student Council presiding

1. Selection by the school orchestra

2. Bible lesson by a senior pupil

3. Song, "America," conducted by the music director with orchestra playing

4. Presentation of all newly elected officers including the Student Council, class officers, club officers, and the like. With the orchestra playing the new officers march up the aisle and take chairs which have been previously arranged on the stage. This procedure gives dignity and worthwhileness to the occasion. The old members are seated first and the retiring president of the Student Council, the principal, and guest speaker should be seated to one side of

the stage.

5. A speech by the retiring president of Student Council who gives in a few words what has been accomplished in the past year and some of the things which as a result of his experience, he feels ought to be accomplished during the present school year, after which he presents the gavel to the principal of the school who administers the pledge to all new officers.

6. The principal of the school then introduces the new president of the Student Council charging him with the duties and responsibilities of his new office.

7. The principal then requests all new officers to stand in order that he may point out to them their duties and responsibilities.

8. Address. An outside speaker should be selected who is familiar with school work and who can talk to pupils along the line of school responsibility and good citizenship.

9. Unless the group is too large, it is very fitting for the principal to introduce the new officers, giving their name, home room, and the office to which they have been elected.

10. School song and a school yell led by the cheer leader

11. Salutation to the flag and one verse of the "Star Spangled Banner"

12. While the pupils remain standing, the new officers should march out to conclude the program.

THIRD WEEK OF SEPTEMBER

Today we are hearing many questions about our Constitution. Many people are questioning many of the acts of Congress in relation to the rights of the Constitution. To the writer it seems more important than ever that every school give time for one program on the Constitution.

It would seem well worth while to review the important scenes in the history of the Constitution. It will be remembered that the Constitutional Convention wrangled many months over the various items before George Washington signed the historical document on September 17, 1787, and then many debates took place in the legislative bodies of the various states before it was finally ratified.

Many schools have dramatized the main scenes of the Constitutional Convention. This assembly program could grow out of a Civics class project. Children in the early years of high school take to dramatization. Choose a few of the men who played such an important part in the Convention for the dramatization; Washington, Jefferson, Madison, and others.

Through the guidance of the dramatics teacher the pupils selected may be drilled in the parts they are to play. The better prepared they are and the more life-like the parts which they represent, the more successful the assembly will be. The following program is suggested.

Constitution Day Program

1. Opening remarks by the president of the Student Council or the presiding officer
2. Incidents leading up to the Constitutional Convention
3. Dramatization of the Constitutional Convention by the dramatic club
4. Brief quotations concerning the Constitution taken from Washington, Madison, Marshall, Webster, Lincoln, Bryce, Choate
5. Poem, "The Building of the Ship," Henry W. Longfellow, by a pupil
6. Address, "What the Constitution of the United States Means to You," by a guest speaker, preferably a lawyer
7. Salutation to the flag and "America"

We would suggest that a great deal of time and study be given to the preparation and presentation of this assembly program. Every pupil of the school ought to leave the assembly hall with a feeling of reverence and respect for the Constitution and the part which it has played in guiding the destiny of this great country of ours.

FOURTH WEEK OF SEPTEMBER

We wish to suggest two types of programs for the fourth week of September. To those schools where a great deal of stress is placed upon athletics, a football program is suggested and to those schools that are more interested in the opening of the school clubs program, another suggestion is made.

In most schools the football schedule is so arranged that the first regularly scheduled game is played the last Saturday of September. It has been found very helpful to inaugurate the opening of the season by bringing together the whole school in a well chosen athletic program for the school.

We do not wish to over stress football, yet an assembly of the right kind can do a great deal to explain the aims and objectives for athletics in the school. It is suggested that the program committee have in mind the objectives of athletics for the modern secondary school. It is well to remember that the chief aim of

athletics in the school is the promotion of activities that will result in normal physical growth and development, and to encourage in the youth, attitudes and habits of activity which will carry into adult life and to establish such ideals of living and of social relationship as will lead to the formation of right personal standards of living. It seems to the writer that a well prepared assembly program will provide pupils with an understanding of the technique and organization of games and sports which should be conducted in the high school. It will teach them that the function of athletics is to provide an environment that is physically wholesome, clean and health promoting; that it is the purpose of the school to keep the educational needs and welfare of the pupil first, and the entertainment of the public and the gate receipts in the background, and to emphasize the value of direct organized cheering in all phases of interscholastic contests for the purpose of engineering school spirit and loyalty and of teaching courtesy to opponents, so that the traditional hated rival will be replaced by the respected and worthy opponent.

The assembly program should be a means of teaching boys and girls to measure the success of athletics by the number of individuals participating and the benefits derived rather than by the winning of contests.

The football assembly should consist of talks by the football captain and by other members on assigned topics. Certainly the football coach should give a brief talk on football with a plea for good sportsmanship and the cooperation of the whole student body. It is needless to stress the importance of a good coach.

Such an assembly then should instill into the student body more enthusiasm and an appreciation for the football activities and promote love and respect for good sportsmanship and loyalty to the school.

Football Program

1. Orchestra selection
2. Devotional exercises
3. Presentation of football captain by the president of Student Council, who will then introduce the players of the team
4. Brief talk by former graduate of the school who has made some college football team
5. "What lessons are to be learned from football," preferably by the principal

6. Season prospects of the football team by the coach
7. Characteristics of a successful football player
8. Cheers led by the cheer leader
9. School song
10. Salutation to the flag and the singing of "America"

To those schools who stress the opening of the club activities program, we would suggest the following program.

School Clubs Program

1. Selection by the orchestra
2. Devotional exercises led by the secretary of the Student Council
3. "The Purpose of our School Club Program" by the President of the Student Council
4. "Why do we have clubs in our school," by the Principal or Director of extra-curricular activities
5. Exploration of some of the more important and interesting clubs by a pupil who has taken an active part in the extra-curricular activities
6. Typical club demonstration or work—limited to five minutes each: Glee Club, Dramatic Club, Industrial Arts Clubs, Latin Club, and others
7. Singing by the whole school
8. Salutation to the flag
9. National anthem.

In conclusion, after every assembly there should be a process of evaluation. We would suggest that the assembly committee prepare mimeographed blanks

which will contain some of the following points which we consider the test of a good assembly.

1. Do pupils look forward with interest to the assembly?
2. Do pupils derive joy and pleasure out of the assembly?
3. Has the committee shown an economy of time in the means and methods employed?
4. Is there a real benefit accruing to the pupils from the satisfaction of doing?
5. Does the assembly grow out of the curricular activities and then return to enrich them?
6. Does the assembly explore the various subject matter departments of the school?
7. Is there an increase from interests in the whole school to interests in relationships and responsibilities outside of the school?

Therefore, to those teachers who are charged with the responsibility of school assemblies, we urge that careful planning and supervision be given to these programs. The assembly period can be made a vital part of the school life. In so doing it will become one of the most effective forces for developing school spirit. May the assembly programs be so planned that teachers and pupils will look forward to the assembly period as the greatest activity in the school for training in citizenship.

A Coupon Finance Plan

R. L. Jewell

WITH THE opening of school this September the administrator of the extra-curricular program faces the ever present problem of finance. When sufficient money is in sight to meet all of the needs of the various activities, more than half of the battle is won. The matter of financing during the last few years has become an increasing problem, but the plan for the finance of the extra-curricular program as outlined in this article has

solved the problem for us, and the same plan has worked in other schools where tried. As devised, it is a combination of several plans, many of which are not new. For want of a better name we call it the coupon book system.

First of all, the school administrator should call in the directors of the various activities and make a complete study of the needs. In making the budget, each activity should be evaluated to see that

each will be provided with funds in accordance with its importance and with the service it renders to its members and to the school. In order to be concrete I will make out a budget for a group of activities in the average small school. This budget is for a school with 200 or less enrolled in high school.

Athletics	\$250.00
Lyceum	200.00
H. S. Plays	100.00
Class organizations	80.00
Newspaper	75.00
Girl Reserve	50.00
Hi-Y	25.00
Music	75.00
Debate	50.00
 Total	 \$905.00

Now on first inspection of the above list many directors of activities will take exception to the various amounts as pro-rated. Of course it is assumed that each school will distribute the allowance according to fitness as it appears in their respective schools. We assume that our school's need is not far removed from the average for schools whose budget will not exceed the total given above. The figures were arrived at on the basis of the number of coupons turned in at the office by the various secretaries of the organizations benefiting from the activity book.

The big problem in most schools is to have sufficient money early in the school year so that the various activities may get under way. In fact so much time is often consumed by each organization in arranging the finance program that there is very little time to undertake the main objectives for which the organization was established. The making available of sufficient money to launch the activities is one of the main benefits of the coupon system. Another important benefit to the school is the elimination of drives upon the community by various organizations to raise money to support their activity.

The coupon book as referred to here is something on the order of the old fashioned ice book, with coupons for each activity sponsored by the school. For instance the first coupon is good for one subscription to the school paper. There follow coupons good for class dues, Hi-Y, Girl Reserve, or any other club as sponsored by the school. Then, too, there are athletic coupons, lyceum coupons, play coupons and coupons good for every entertainment

sponsored by the school and for dues to every organization. In fact, tickets to everything is there except those admitting to contests sponsored by the state or county organizations. In our book the total amount of these coupons if bought singly would amount to \$7.25.

In the book, following the school coupons opportunity, is given the various merchants of our city to place any coupon they may desire. The only restriction placed on the merchant is that they must redeem the coupon as outlined on the face of it. No charge is made the merchant for this; he pays for the advertising in the redeeming of his coupons. As illustrations of merchant coupons I give three from the original thirty-six which appeared in our book. No. 1. "This coupon good for one admission to our theatre when accompanied by a paid admission." No. 2. "This coupon and five cents good for a jumbo ice cream soda at our store." No. 3. "This coupon good for 15% discount on all Firestone tires purchased at our garage." (One truck driver bought four books.) All of these merchants coupons bore a note that they were given as a courtesy to Sedan High School. Merchants were very willing to place coupons in the book and felt that they should place as liberal coupons as possible both as a business stimulator and as a compliment to the students and supporters of the high school.

As soon as the books were printed the plan was explained to the pupils. When figures were compiled, it was found that the purchaser of a coupon book if he took advantage of all coupons would make a saving of about \$16. There was a wide variety of buying opportunities in the book everything from hair tonics to discounts on washing machines.

It is not out of place here to urge that great care be taken in the solicitation involved in the plan. We did not find this difficult, for in our explanation and in our wording of printing not a single misunderstanding arose in regard to the use of our coupons.

Now the next step is one big drive to sell as many books as possible. We placed the price of our book at \$3 cash or \$1.50 cash and \$1.50 November first. If a student wished to follow our plan, we charged 10 cents per week for 36 weeks. In the back of the book was a page for marking payments, and it was understood that no books were to be turned over for the use

of coupons until at least one half of the payments had been made. This rule did not apply to membership tickets, but to merchants coupons only. In the drive students were urged to buy their own books and thus make themselves independent of parental dole in the matter of school activity expense. After a year or so we have found that students will save money during the summer months to be ready to purchase their book in the fall. The plan of urging students to have their own spending money for this purpose also makes it possible for more than one book to go into a family. Many families in our community bought as many as four books.

When the drive starts, every available method of publicity should be used. Each day it is helpful to post the number of books purchased by each class, by the faculty and by patrons. Each group will strive for a 100 percent purchase. Posters calling attention to the saving and posters showing advantages both to school and to the students will stimulate sales. Our cash receipts in a high school of 175 enrolled was from 290 books. The first two weeks of the drive \$450 in cash came into the treasury. A proration made at once to the various accounts gave each activity money to get under way in their program for the year.

The plan calls for two weeks of intensive planning and working, but pays with the satisfaction for the entire year of knowing that finance worries are reduced to a minimum. It must be remembered that this source is not the only source of revenue. There will still be admissions sold to those in the community who do not have coupon books for various athle-

tic events and entertainments. We found last year that the sale of 290 books did not reduce our admissions at the regular rate. We accounted for this in the fact that when certain members of the family had their coupon books with admissions paid, it left sufficient money for other members to attend. Then with great crowds attending activities there is something contagious, for if a person's best friend is going he will be interested in attending also. Another great feature of this plan is that your sale is over before the community realizes whether you are to have a winning or losing team.

After money has been collected, the principal and a committee should meet and arrange proration on the basis as suggested above. It is of course better to keep the money deposited in one account and have each activity warrant drawn on the one central treasury.

The cost of printing these books runs in the neighborhood of six cents each. The book should be carefully planned with perforated coupons so that they can be easily detached by the ticket takers at various events. Each purchaser should be compelled to present his book each time a coupon is used. They should be transferable only within the family. The plan is one that will gain momentum. We expect this year to have a great number of our students ready to purchase their books early in September with money they have made during the past summer.

Mr. Jewell is Superintendent of Schools, Sedan, Kansas. Anyone desiring a sample of the book described in this article may receive one by sending ten cents to him to cover cost of printing and postage.

Uses of School Bulletin Boards

Mary DeBads

ARE YOUR bulletin boards kept attractive and educational throughout the school year? So often this part of the school program is haphazardly planned. The well-planned school bulletin board is invaluable as a means of learning.

In our school, we have a committee that plans what shall be displayed on all bulletin boards in the corridors. With the aid of the various departments of the school, it isn't difficult to present worth-while material for observation by all students

and visitors.

The following displays have proved of interest to our students. One headed "CARTOONS" revealed cartoons of current history cut from editorial pages of newspapers. An appeal to this effect was made: "Are you a cartoonist? Try your skill and turn in your original cartoon". An enthusiastic response came from the students. Soon we could add a second display entitled "Cartoons by Students of A. H. S."

The third week in October is national picture week. Several bulletin boards were adorned with pictures by famous artists. The heading was "ART APPRECIATION" and subdivisions as French Art, Italian Art, etc. A contest was staged in connection with this project. Mimeo-graphed lists of the pictures and artists were handed to the students in their various homerooms. A certain time was allowed to match the artist's name with his correct work. A reward was given the winner.

A display on "POETRY" showed pictures of poets, their homes and poems written by them. Through the cooperation of the teachers of English, we discovered our own poets. The students were proud to see their poetry displayed publicly. Clever sketches and appropriate pictures were presented to illustrate the original verse.

A project on the choice of a proper diet was the work of the homemaking department. An appropriate label was "ARE THESE YOUR COSMETICS?" Pictures of food were cut from magazines and mounted on tag boards. Foods were grouped into their proper classifications as those rich in vitamins A, B, C, etc., as well as foods poor in vitamins. Further displays illustrated through pictures proper breakfasts, dinners and lunches. Type-written copies with suggestions as to functions of vitamins, how to make sure of getting plenty of vitamins in the diet as well as diseases caused from lack of proper vitamins made this exhibit complete.

"HOW TO USE SILVERWARE" showed pictures of people seated at tables properly set. A copy of correct table manners found space on this bulletin board.

The month of November ushers in American Education Week and Book Week. The old school compared with the present day school makes a fitting project for American Education Week. Clever car-

toons may be culled from the students depicting the little red schoolhouse with the schoolmaster all-powerful, the equipment then available compared with the twentieth century. A treatise on the curriculum of yore, with ideas on discipline add to this display. Better appreciation for today's facilities may result.

Does the librarian save paper book covers? These when classified as to history, fiction, travel, adventure and art may be neatly arranged on bulletin boards.

Snowflakes with their many designs cut out of white paper make an interesting study in season.

January brings Franklin's birthday. Fitting is an array of thrift posters capitalizing his many thrift sayings. If your school has Bank Day, this may be a drive to further thrift habits. Thrift in use of time and energy should be included with the saving of money.

A business training group became enthusiastic over the topic of advertising. Ads were collected, the trade names were cut out and the remaining part put up. The passersby were put to this test: "How Many Ads Do You Recognize?"

A study of Shakespeare developed the following exercise. Wheels were made out of cardboard. A circular piece of cardboard was so fastened to a square piece that the wheel could revolve. Openings cut in the circular piece disclosed familiar lines of the play written on the square, when the wheel was revolved. The name of the play was printed on the wheel. The array of color schemes was clever.

The history department came forth with a display on "Presidents" revealing pictures of all the presidents with the following questions:

a. Which president is known by each of the following names:

1. Honest man
2. Sage of Monticello
3. Old Hickory
4. Old man Eloquent
5. Railsplitter
6. Little Magician
7. Colossus of America
8. Fifty-four forty or fight
9. Father of his country
10. Log cabin candidate
11. Father of the Constitution
12. Bachelor President

b. Which president's home was known as:

1. Hermitage

2. Monticello
 3. Mount Vernon
 c. Which president do you associate with each of the following:
 1. Spoils System
 2. Conservation
 3. Make World Safe for Democracy
 4. Emancipation Proclamation
 d. What president served the shortest term? Was impeached?
 e. Which presidents died in office?
 Name the vice presidents that succeeded them.
 f. Name three martyr presidents.
 g. Of what president was it said: "He was a politician who kept his ears close to the ground"?

h. Under whose administration did the following take place?

1. Purchase of Alaska
2. Discovery of gold in California
3. Annexation of Texas
4. World war
5. Admission of first state after the original thirteen.
6. First steamboat to cross the Atlantic
7. Completion of the first continental railroad

i. What president was an ardent advocate of the "Square Deal"?

j. "Oh Captain, My Captain," was written as a tribute to what president?

k. What president's administration was known as "The Era of Good Feeling"?

l. What president was grandson of a president?

m. Which group of presidents are sometimes known as "The Virginian Dynasty"?

n. Which president has filled both the highest positions in the country—president and chief justice of the Supreme court?

o. Which president was awarded the Nobel Peace Prize?

p. Who was the only president to serve two terms not in succession?

A sports news bulletin is kept near the gymnasium. One near a side entrance on the way to the cafeteria is kept for notices only so that other bulletin boards will not be marred by notices that have no bearing on their particular topics.

Your bulletin boards can play an active part in maintaining interest throughout the school year.

Key to questions on "Presidents"

a.

1. Monroe	7. John Adams	
2. Jefferson	8. Polk	
3. Jackson	9. Washington	
4. John Q. Adams	10. Harrison	
5. Lincoln	11. Madison	
6. Van Buren	12. Buchanan	
b.		
1. Jackson	2. Jefferson	3. Washington
c.		
1. Jackson, 2. T. Roosevelt, 3. Wilson, 4. Lincoln		
d. Harrison	Johnson	
e. Presidents	Vice Presidents	
Harding	Coolidge	
Lincoln	Johnson	
Garfield	Arthur	
McKinley	Roosevelt	
Taylor	Fillmore	
Wm. Harrison	Tyler	
f. Lincoln, Garfield, McKinley		
g. McKinley		
h.		
1. Johnson	4. Wilson	
2. Polk	5. Washington	
3. Tyler	6. Monroe	
7. Grant		
o. T. Roosevelt		
j. Lincoln		
k. Monroe		
l. Harrison (Ben)		
m. Jefferson, Madison, Monroe		
n. Taft		
o. T. Roosevelt		
p. Cleveland		

(Continued from page 5)

HIGH SCHOOL SCHOLARSHIP FUND

high enough to cover the cost of production and leave a bit of profit. For example, pewter bracelets sell at from twenty-five cents to fifty-cents, wooden toys from ten cents up.

Tickets are sold in strips of six for a quarter and one must buy one strip for admission. Each ticket is good for five cents in trade and may also be used for admission to the play, the movie, or the dance. In fact, for one strip of tickets, one can spend quite an enjoyable evening—see the one act play put on by the dramatic clubs, have apple pie and coffee, laugh at the absurd antics of Felix Cat (shown forwards and backwards for the price of one admission), and take home a hot dish holder as a souvenir. Or, had you rather, you may spend two of your tickets and dance in the gym for two hours.

One of the best things about the whole

Fiesta is the fact that it brings out the whole community and makes all the different sections of the Lincoln high school district feel that they are having a share in giving youth a better chance. They all have a personal interest in the scholarship fund—who knows but that one of their babies may be profiting by it next year or someday soon.

Ten-thirty comes along at last—booths almost sold out—what tired feet—what heads aching from the noise and confusion—but then, who cares, tomorrow is Saturday, and over three hundred dollars

have been cleared for the fund.

The fund was named for the school where it originated and in honor of Mr. Nathan H. Weeks, principal since the opening of the school in 1923, who has been tireless in promoting the welfare of the students. Much of the credit for the success of the whole plan, both fund and Fiesta, must be given to Mrs. Edna McCaull Bolhman, teacher of economics, with whom the idea originated and who has been the inspiration for all who have worked with her to make it a success.

Puppetry for the School

Helen Rogers

IN THE beginning God created man. And before a decent interval of time had elapsed man created gods that he might worship. These idol images built into the likenesses of everyday things were the first dolls of the world.

Christianity waxed and waned. Mankind proved itself to be a fatuous set of beings that, accepting or rejecting a religion based on knowledge of a God who created them, chose to adore and pray to something more tangible than that God. There were golden calves and wooden idols, carved idols and sacrificial offerings. Then one of the high priests, in order more to awe the people who at times slipped away not only from their God but also from their idols, made a huge idol which by certain manipulation was made to move and appear to be alive.

A puppet is an animated doll, or image, and that doll, made as it was to move, was the first puppet created. Since that time the destiny of puppets has been tenaciously interwoven with that of their masters, mankind. And like men, they have had their ups and their downs, but withal have made a steady advance with civilization.

For many centuries the puppets were gods of the heathen and interpreters of religion to the Christian. Then came the sad day on which they were charged with frivolity and subsequently thrown out of the church. From that time forward in their development the puppets became a more versatile group. Those of each country took on the major characteristics

of that country and they became in general nationalized. The Egyptians had their complex little automatons, scientifically perfect. The Greeks developed a very luxurious and superior type of actor doll. The Romans followed in the footsteps of the Greeks. Aping as always their class superiors, they evolved the hand puppet, mitten doll, or Burratini, which was simple in the extreme. It was a crude form of doll made on a mitten and slipped over the hand so that it might be worked with the fingers. The mitten-dolls played on street corners to the common people and were a vulgar set of little rogues. However, the Burranti has, through the centuries, vastly improved his station and is now a respected member of the puppet family, and used by those people wanting a simple and inexpensive puppet doll.

The Chinese puppets, while influenced by those of Greece, are more cumbersome. The actor dolls of Japan are given a different standing in the theatrical world from puppets of other nations in that they most frequently act on the stages with the living actors. Japanese puppets, the strangest of all, are figures made from carefully stretched and beautifully painted animal skins. The Javanese puppet plays are two-fold. The puppets themselves, brilliantly lighted and operated by bamboo rods, act for the men of the nation. The women, seated on the opposite side of a curtain, watch the shadows of those puppets. This is the play presented to them.

In Germany puppets are faithfully reproduced with intensive care for detail. France has her merry little dancing marionettes. Spain has her puppets who do not have their lines said for them while performing, but rather have a narrator standing at the side of their stage and explaining in the voice of a street crier the events of the drama in progress.

England learned puppetry from Italy, France, and Germany, and evolved her own jolly little dolls that worked their way upward from their place at the fairs to more respectable estate. This group is well typified by our old friends, Punch and Judy.

So America becomes not only the melting pot of peoples, but also the melting pot of puppets. Not yet has America evolved her own purely American actor doll. That project lies in the future of our stagecraft. And, as the hope of tomorrow's stagecraft lies in today's schools, it is only reasonable that we present our school children with the problem and look to them for its solution.

The graded school child can imitate in construction and use the more simple stringed marionettes and puppets. For greater freedom of movement, imagination in construction and handling, and wider scope of activities we turn to our high school people. To them we must point the way to professional puppetry, for while as a profession it has not so universal a following as medicine, as the law, as commerce, or even as the larger stage, it does have its place in vocational guidance work. Who knows what school, what class may give to the world another Tony Sarg?

But not only for its own selfish interests must we present high school people with puppetry. I know of no other art offering the varied interests, or one whence so much is to be gleaned, and that painlessly so, as from these little jointed dolls.

Consider history. We must admit that to the average youth it is a fairly unpalatable subject. Yet the history of puppets is so fascinating and withal so inextricably woven with that of nations and of mankind that the student finds, almost to his own surprise, he has learned a good amount of regulation scholastic work without in the least intending to do so.

In the construction and dressing of puppets we find work for almost any per-

son who likes working with his hands. The services of the draftsman, the art student, the carpenter and the dressmaker are especially to be solicited. And each little task is worthy of the steel of that particular person's talents.

The making of the puppet stages goes, with the addition of an electrician, to the same group of persons that executed the construction of the dolls. These people will have planned everything from patterns to sizes and color schemes before their actual work begins.

The stringing and manipulation of the marionettes go, if there is no prospective professional puppeteer in the group, to those persons who have the best use of their fingers and hands.

To the dramatic student goes the reading of the liens. And to the dramatic student probably goes the greatest benefit of the project. There is a grace and spontaneity about the puppets that is envied by the most experienced of actors. And while at times the expressions of these little painted actors may seem vacant, a lesson in the perils of exaggeration may be easily learned. Puppets clarify mistakes for human actors and teach a great many lessons in the economy of stagecraft. Puppet dolls and stages should be a part of the equipment of every academy of theatrical art.

The outlay, and that must often be considered, is greatly less expensive, less bulky, and less elaborate for a puppet play than it is for the presentation of the usual drama. During the war, in the trenches in France, where there was no access to professional or near-professional equipment, and the materials for improvisation were scarce, two ingenious soldiers assembled marionettes and stage for the enactment of "Faust." The story of their improvisations is an interesting one. When finally they were ready to present their play, it was a great success. And for many months they were detailed by their superior officers to go about on the front lines, giving over and over again their play to soldiers whose duty gave them little or no recreation.

Returning to our puppets in schools. We find that what was expected to be a small dramatic club has become a larger and more general group, and even though puppetry may be kept out of the actual academic work of a school, it forms a most satisfactory type of extra-curricular activity.

The Affirmative Case

Harold E. Gibson

RESOLVED: That the Federal Government should adopt the policy of equalizing educational opportunities throughout the nation by means of annual grants to the several states for public elementary and secondary education.

WHEN the committee met to determine the question for debate to be used by the high schools of the United States this year, they were confronted with some extraordinary difficulties. Among them was the fact that the present economic crisis and reorganization of our social system brought up so many debatable questions that it was difficult to make a choice. Three questions were foremost in the discussion for a choice. They were the selected question, the question of socialization of medicine, and the policy of increasing the powers of the president as a permanent policy. It is probably the extreme interest of the debaters themselves in the school system that caused the selection of the present question.

With the first view of the question of federal aid to education it would seem as if the affirmative has the best side of the question and that the negative are arguing a losing battle. This is not the case, for although the affirmative may seem to have the better side of the question, it may turn out to be the most difficult to establish. For this reason the members of the affirmative must plan very carefully the method they will use in the establishment of their case. A good plan to follow would be to first show the conditions in the schools today that make it necessary that we have some change in the system of school finance. Then show that these conditions as a whole can only be remedied by federal action throughout the entire nation, and finally show the beneficial results that will come from such action.

In regard to the first task of showing the conditions in the schools of the United States today a few statistics taken from a leaflet published by the Department of Interior would be enlightening. A few of the conditions given are: One hundred thousand more children this year denied

all educational opportunities because of closing schools (1933-34). Shortened school terms will put at least a million other children on learning rations close to the level of mental starvation. Twenty-five thousand teachers have been dropped while a million more pupils have come into the schools. More than 1,650,000 children, 6 to 13 years of age are not in school even in normal years. There are 521,000 children, 14 to 15 years of age who are not in school in normal years. Nearly 2000 schools in 24 states failed to open at all in 1933. There will be a much greater number fail to open in 1934. Some towns cannot maintain their schools so that the parents are forced to pay tuition to have their children attend. In one town 200 children could not attend these schools because their parents could not pay the tuition. This short series of facts show a partial picture of school conditions in the country today.

While the actual school conditions in regard to the number of schools opened are very bad, the conditions of the schools that have remained open are almost as appalling. During the school year 1934-35 one out of every four teachers will work for less than the NRA standard for unskilled factory workers which is \$728 per year. More than 84,000 teachers in rural schools will receive less than \$450 per year. One out of 13 negro teachers receive less than \$25 per month. In at least 18 state teachers must accept warrants for pay that must be cashed at a discount of 5% or more.

It will be a favorite negative argument that these conditions are not general throughout the United States and that there is no need for Federal aid as the states could adjust these conditions if they wished to do so. Below we will give a few of the states affected in their reduction of teachers salaries to show that

every section of the country is affected. Arizona—20 to 50% reductions; Iowa—over one half of the teachers will receive less than \$750 per year. This could not be because of a lack of wealth as Iowa ranks third among the states in the amount of wealth possessed per pupil in school; Kansas—Salary reductions of up to 30%; Louisiana—reductions of from 10 to 40%; the industrial state of Michigan will have to reduce salaries in some cases as much as 60% if federal aid is not forthcoming; in Missouri three-fourths of the grade school teachers teach for less than \$750 per year, and 10% have contracted for 1934-35 to teach for less than \$320 per year; Nebraska, Oklahoma, and Tennessee have reduced salaries by about 25%.

A casual glance at these startling figures will show that some form of relief must come to the schools from either the state or the national government. The actual fact is that the state governments cannot give this needed relief in many states because they are having the same financial difficulties that the local school districts are experiencing. Both the state and the local district derive their revenue from the personal property tax. When this fails the states must turn to the federal government for aid.

There is only one way that the derived equalization of educational opportunity can be had in the United States, and that is by national action. The states within themselves are unable to give equal opportunities because of the great differences in wealth. For instance a tax of \$10 on every thousand dollars of state wealth would produce \$58 per child in one state, and \$457 in another state. How could it ever be possible for the poorer state to have equal educational advantages with the more wealthy state unless we have federal aid to education?

Definitions of Terms of the Subject

EQUALIZING EDUCATIONAL OPPORTUNITIES

This term means giving to every child in the country, regardless of where he lives a certain minimum standard of education. This standard is to be set reasonably high, and will be maintained no matter if the local district in which the child is located is unable to pay for the costs of education. The affirmative must be able to show that their plan will give this educational equality before they have won their case.

THROUGHOUT THE NATION—This means that educational opportunity is to be equal everywhere in the nation. This does not mean that one state will set up equal educational advantages within their borders and another within their jurisdiction, but that it must be uniform in all states.

ANNUAL GRANTS TO THE SEVERAL STATES—This means that the grants are to be a permanent annual thing, and not any temporary grant. The schools will rely upon these fixed sums as a form of income as they now rely entirely upon the property tax.

FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION—This means for the use of the public grade and high schools of the country. This excludes the colleges and the universities, and also excludes the church schools from receiving benefits.

In the use of the structural outlines for the three debate speeches given below it should be borne in mind that these outlines are not all inclusive briefs on the subject of federal aid to the schools. These outlines merely cover the essential points of the debate that must be proved before the affirmative can hope to establish their case. The debater may be able to rearrange these points to fit into his own individual speech, but he should attempt to include all of the points mentioned in these outlines.

Outline of First Speech

I. Introduction.

A. Give a short description of the terrible conditions in the schools of this country today.

B. Define the terms of the subject as the affirmative understands them. State all matter admitted by both sides.

C. State the issues of the debate as seen by the affirmative.

1. Present conditions in school support make it essential that we have federal aid to education.

2. A system of federal aid to public education of the nation's schools would be highly beneficial to all concerned.

3. Federal aid will remedy the evils of the present system without creating new evils.

4. The fear of federal control resulting from federal aid to ed-

ucation for the most part is foolish and unfounded.

(The introduction should take about one-third of the time of the first speaker. The time remaining should be spent on the parts below.)

II. Present conditions in school support make it essential that we have federal aid to education.

- A. An emergency exists in education at the present time that must be met.
- B. Federal aid to education is an important permanent government policy.
- C. The burden on the schools has been greatly increased during the last five years.
- D. School enrollments have increased 20% in the high school during the last five years at the same time that total expenditures for the schools have decreased 20%.

Outline of Second Speech

I. A system of federal aid to education would be highly beneficial to all concerned.

- A. Federal aid would insure enough money to give every student an opportunity to attend school.
- B. Federal aid would stimulate the interest of the states in maintaining better schools within their borders.
- C. Federal aid would create a much firmer basis for school revenues than the present system of local taxation.
- D. Federal aid to education would lessen the evil of state and local politics dominating the schools as they have in the past.
- F. Federal aid would help to create national standards of education throughout the nation.

(Note: The great burden of proof on the affirmative will fall in this second speech to prove that the system will be highly beneficial.)

Outline of the Third Speech

I. Federal aid will remedy the evils of the present system without creating new evils.

- A. Will give a wider taxation basis and guarantee school support at all times.
- B. This system will give an elastic system of raising school money.
- C. National action will remedy the bad conditions of illiteracy in this

country.

D. Federal aid will remedy the lack of competent teachers in certain sections of the country.

II. The fear of federal control resulting from federal aid to education is for the most part unfounded.

- A. Federal aid does not mean that the federal government will take over the control of the schools.
- B. The federal government would not give a sufficient percentage of the total cost of education to give them any measure of control.
- C. The system would not degenerate into a politically corrupt bureau, as educators would retain control.
- D. The federal government would act as a watch dog to the way in which money was spent.
- F. The plan would be accepted favorably by the great majority of the country if it were to be adopted.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

Dilemma

The dilemma is a method of strategy used in debate in which one debater asks his opponent a question. The question is so worded that there are two right answers. The strategy in the use of the dilemma is that either of the answers that may be given will be very detrimental to the case of the opposition. It is good advice to the debater to avoid such questions whenever possible or if forced to answer them be very vague in the answering.

Two sample affirmative dilemmas are given below:

(1) Ask the negative.—*Do you believe division of educational opportunities in this country is satisfactory?*

IF THEY ANSWER YES: The negative have stated that they believe that the present division of educational opportunities is all right. By that they state that they are in favor of continuing the present system that will allow 2,200,000 children of school age to remain out of school this year. A system that pays 84,000 rural teachers less than \$450 a year. A system that teaches some children the most expensive courses that can be provided, while others are taught by teachers who have no training, and in school houses that are not fit for children to inhabit. This, ladies and gentlemen, is the type of school that the negative propose to retain for the children of the United States.

IF THEY ANSWER NO: The negative have stated that educational opportunities in the United States are not satisfactory. In so doing they have admitted half of the contentions of the affirmative. They have also taken upon themselves the burden of proving that since educational opportunities are not equal that the plan of the negative is better than the plan of the affirmative. The negative must present some workable plan to remedy the situation that is not federal aid to education or they will lose this debate for they would appear foolish to state that the existing conditions are not satisfactory and then not propose some plan to remedy these conditions.

(2) Ask the negative: *Do you believe that there is a better method of equalizing educational opportunities throughout the nation than federal aid?*

IF THEY ANSWER YES: The negative have assumed the burden of proof when they state that there is a better method of equalizing educational opportunities throughout the nation other than federal aid. They state that there is a better method and in order to establish their case they must prove that there is a better method. The negative have admitted the need for a change and now must prove that their method of bringing about the desired results is better than federal aid.

IF THEY ANSWER NO: The negative have practically admitted the affirmative case. They admit that there is no better method of equalizing educational opportunities than the use of federal aid and in so doing are admitting that we should have federal aid to public elementary and secondary education in the United States.

Slogans to be used by the affirmative

1. Weak and inefficient schools in one state are the concern of the entire nation.

2. Federal aid means efficient public schools.

Wasting the opponents time

The time of your opponents may be wasted by (1) asking for needless explanations of the terms of the subject, (2) making the negative defend minor points, (3) demanding a detailed plan for the method proposed by the negative of equalizing educational opportunities.

Demanding a detailed plan

The affirmative have a perfect right to demand a detailed plan from the negative in the event the negative propose any changes in the system of school finance. No matter how small these pro-

posed changes may be the affirmative may ask that a full explanation be given to show just how these changes will equalize the educational opportunities all over the nation. If the negative will not give their plan in detail the affirmative have a perfect right to accuse the negative of being afraid to propose the plan because they know that it is faulty. This procedure will cause the negative to present the plan.

Use of Questions

It is always well to have the first affirmative speaker ask the questions that are to be asked by the affirmative. Each succeeding speaker should then drive for an answer. If the question was of enough importance to ask in the first place it is also important enough to keep demanding an answer. As soon as an answer has been given to the question show how this answer has weakened the case of your opponents and has strengthened your own case.

Finding the opponents weakness

Very soon in every debate a great weakness of the opposition will show up. As soon as you are able to determine this weakness start to drive the opposition on this point. One of the great weaknesses of the negative in this debate is the fact that they will admit that present conditions are not satisfactory. At the same time that they admit that conditions are not satisfactory they are also failing to propose anything to remedy these conditions. Certainly they should propose some remedy when the present conditions are not satisfactory.

Harold E. Gibson is coach of debate in Jacksonville High School, Jacksonville, Illinois. His teams for several years won the championship of the Illinois Big 12 Debate Conference.

For a third year SCHOOL ACTIVITIES readers will have his help on debate. Arrangements have been made for a series of articles by Mr. Gibson. His second will be released next month.

"The first and greatest demand of the schools today is social adjustment. Not that the purpose has perhaps not always been the same, but the issues were never so sharply outlined or the need so urgent. . . . Only social adjustment will save civilization, and the schools will succeed to the extent to which they can socially adjust the students to the world as it is today or may possibly be in the immediate future."

—H. V. Culp.

Worldwide Fellowship in Service

Ruth Evelyn Henderson

THE JUNIOR Red Cross Council, developed during the past ten years, has proved a useful medium for students' self-direction in their service activities. In a school the Council is made up of representatives elected from home rooms and clubs, and often, as well, of representatives from special departments or subject classes. The objective is not only to draw in those students who are by nature or home influence interested in a "hobby" (in this case, altruistic activity), but through electing students from all groups, to reach back into every phase of school life, academic or extra-curricular. Opportunities for service are introduced by Council members for voluntary acceptance by the groups whose representatives they are. In the course of a year, every student of the school has had a personal, conscious part in one or more activities carried out not primarily for obtaining a good grade or selfish pleasure, but with the motive of sharing the best of his life with someone else; often, as in the case of national and international activities, with some one very far away.

There is an advantage in thus preserving, not only for school authorities but also in the thinking of the students themselves the volitional aspect of Junior Red Cross membership. Their realization of the value of voluntary activity was voiced last spring by a young man elected secretary of the high school round tables at the National Red Cross Convention. In discussing ideals that should guide students in welfare work, he said: "The spirit in giving determines the way in which the gift is received. . . The Red Cross is a voluntary organization and when you join you join because you want to, and when you give relief you give because you want to and not because it is a habit or because you are forced to do so."

Constant effort is made to keep the major opportunities opened to schools flexible and adaptable to each community. They grow out of the "charter obligations" of the American National Red Cross, of

course, and they must be guided in accord with the principles and policies of Red Cross agreements throughout the world. They are planned carefully so that they may be brought without straining into the daily life of a boy and girl whose chief business is school, and are introduced through materials furnished schools that enroll in Junior Red Cross: The *Record* of the Junior Red Cross Council, and a monthly magazine, the *Junior Red Cross Journal*. But the opportunities are broad and they take on local color and interesting individual character. A tentative idea, a plan, or what may be only a passing chance is tossed out as a suggestion, and a group of gay (they are usually gay) young people catch it and make of it something quite new—their own. Another group hears of it and reaches for it, but when they begin planning its use, it needs reconditioning (to use the technical word for some of their sewing and toy-giving projects) to fit their own community. It comes back to Headquarters offices with a new hat over a face that looks familiar. One group took the suggestion of giving jars of candy to old ladies who were shut in, and extended the activity to a responsibility to visit the old ladies from time to time and keep their jars filled! The "welfare" activities have included making new garments (thousands) reconditioning used ones (thousands more) canning surplus fruit and vegetables, (truckloads), gathering kindling and coal, a stick or a paper bag full at a time, instructing leisure classes for the unemployed, providing materials for classes of migratory children, supplying debate materials for hotels where transient men were wintered, collecting clothes in one district and distributing them in another so that no recipient need suffer embarrassment, collecting apples by the wagon-load in rural districts to distribute in towns, entertaining schoolmates of less fortunate homes in their own, making baby shoes from discarded light felt hats, taking old ladies from a home to visit the

theatre, doing toe-dances for an old men's home, going with their own orchestras, bands, acrobatic groups or glee clubs to hospitals and other public institutions, providing egg hunts or Christmas parties for orphanages—it makes a crazy kaleidoscopic pattern, but looking at the growing fabric one sees a central motif bringing harmony. The danger of "habit" in the dull sense feared by the high school boy is thus escaped; yet the experience is continuous. It pops up at intervals, now in this class, now in that club, which has pledged itself to provide cookies, jelly, or candy for a veterans hospital on a certain holiday, or an entertainment for a county farm on another day, or to contribute toward an album of illustrated letters for another country or another section of the United States or to make art covers for Brailled short stories for blind children.

The service activities of a single school are extended through a "Chapter" Junior Red Cross Council, made up of representatives from all the school Councils of a city. This provides a central direction to the young people's study of community institutions and services for them, and an opportunity to exchange ideas and share experiences in the national and international activities opened through their membership. National opportunities include, for instance, sending of favors and gifts to veterans in hospitals, sending menu covers for Christmas dinners to sailors, making covers for Brailled stories or greeting cards for blind children, and exchanging school correspondence with other sections of our country.

International opportunities include the sending of cartons of Christmas gifts to children of other countries, the exchange of international school correspondence, and, through voluntary contributions to the National Children's Fund, cooperation in various important educational and health projects carried out on a worldwide scale. For instance, children of ten countries cooperated in assisting the Armenians during the winter of 1931 and the flood victims of France in 1930.

Ideas for service are shared not only among school groups represented in the city Junior Red Cross Council, but in many cases among city groups that send delegates to state Red Cross Regional meetings and conferences, to the Red Cross Convention, and through intersectional correspondence and the magazines. Ideas for service are passed from one country

to another, through the medium of the Junior Red Cross magazines of which there are about thirty throughout the world, and through the international correspondence.

Thus the members are carrying out the admonition of an educator of another country, Professor Roy Fraser, of Mount Allison University, New Brunswick, to the Junior Red Cross of his province: "Oh, make friends, make friends! It is the only way that kindness and happiness and good feeling and prosperity can come to all the earth. There is no other way. God bless you and help your young hands to build us a better earth."

Ruth Evelyn Henderson is Educational Adviser of American Junior Red Cross, Washington, D. C.

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Who's Who In Extra-Curricular Activities

NOBERT RINGDAHL—If N. Robert Ringdahl, Principal of Corcoran Elementary School, Minneapolis, has any one hobby within the activities field, it is the student council and all types of student government. In fact, so impressed has he been with the need of adults for training in parliamentary law, that he offered such training in 1917 in Rush City, Minnesota, where he was then superintendent of schools. He confesses that he has never forgiven the Normal at Valley City, North Dakota, for starting a "Student Self Government Association" the year after he left.

He has been superintendent of schools in several Minnesota systems, teacher and student council adviser in Roosevelt High School (Minneapolis), and principal of the Corcoran elementary school there since 1927. Under his leadership the National Honor Society was established at Roosevelt High.

A greater service to high school boys and girls, however, is Mr. Ringdahl's share in starting the organization (Seattle, 1927) of the National Conference on Student Participation in School Administration and his work as its first national president.

It has been his privilege to serve on the state high school athletic board for Minnesota and on the board which built the stadium and auditorium for the University of Minnesota. He is a member of the National Progressive Association, National Elementary School Principal's Association, National Association of Supervisors and Directors of Instruction, and National Society for the Study of Education. He is a life member of the National Education Association and charter member of Phi Delta Kappa of Minnesota.

There are schoolmen whose interest in public affairs is purely academic. Not so with the man whom this article seeks to spotlight. During college days he was secretary of the Taft Club. He attended the national Republican convention at Chicago in 1912. In 1916 he was a dele-

gate to the national Progressive convention. He still takes an active interest in politics, as is indicated by the fact that with a party of five thousand others he sat up all night during the Chicago Democratic convention in 1932.

Mr. Ringdahl has written numerous magazine articles in the field of education. In cooperation with the United States Bureau of Education he prepared City Leaflet No. 5—on High School Councils. His "Creating an Interest in Poetry" was published in the 1933 Annual Yearbook of the Department of Elementary School Principals. At one time he edited a department on high school councils in *Scholastic*.

Part of Mr. Ringdahl's credo is that every man to qualify as city superintendent should have had definite training in the administration of activities. To him, this phase of education is more valuable and more lasting in its effects than any so-called academic work.

He cites the case of two ten-year old boys who of their own initiative compelled a third to go back to the owner, with a stolen candy bar, and apologize. Broken windows have been atoned for in the same spirit. These bits of citizenship on the outside, he feels, are a carry-over from disciplinary participation during school hours.

Professor Ringdahl has offered summer school work in the St. Cloud State Teachers College for four summers, stressing always the high place of student participation in school government.

Back in Rush City, as early as 1917, he admits he first learned that fourth and fifth grade pupils could preside, write minutes, and carry on creditable council meetings. At Corcoran he has had to acknowledge that even first graders can preside—and do—with poise, grace, and dignity, every day! And in Corcoran, for seven years, one of the significant organizations is the student council of grades four, five and six.

Hunting and fishing are this educator's chief forms of diversion, with golf a close third.—A. G.

Americans in the Hall of Fame

R. J. Gale

FINDING it somewhat difficult for Eighth Grade pupils to remember the names of American authors and their masterpieces in prose and poetry, our class decided that we had a definite NEED for a unit of work in our Literature Activity, which we had earlier decided was to be "American's Contribution to the Arts."

Having the need, we set about meeting it. A discussion disclosed that the general feeling in the class was that a dramatization, written in large part by the pupils, would most satisfactorily meet the need. We set two objectives—first, to familiarize pupils with the names and masterpieces of American Literature; second, to present our play in so interesting a manner that our pupils and our audience would be stimulated to read other works of these authors.

The writing of the play itself was accomplished by the pupils working in committees. Stage setting and costumes were likewise worked out by pupil groups under the direction of the teacher. Costumes were simple, for the most part consisting of sheets, couch covers and other similar material which lend themselves to easy and graceful draping. The play was presented in Sunset School Auditorium, San Francisco, in April 1934.

The play resulting from this activity project follows. It will lend itself to great modification. The value of the idea lies in its adaptability.

STAGE DIRECTIONS—No scenery is required and the only properties needed are a semi-circle of three steps reaching across the stage, one candle for each author or artist named, and a framed picture of Whistler's "Portrait of My Mother." If this cannot be obtained, any framed picture will do as long as it is held so that the audience can see it.

LIGHTING—The entire action of the play should take place on a dimly lighted stage, preferably under a soft rose light. As the Ceremony of Immortalization takes place the light grows more and more dim until

the first candle is lighted, when the stage is almost total darkness. The lighting of the candles furnishes enough illumination for the playing of the final scenes.

Scene One

If there is a fore-stage, this scene will be most effectively played on it. If not it should be played before the curtain. If this is impractical, play it well toward the front of the stage under dim lights. The Travelers may wear peasant's costumes, tunics over short trousers, or any blouse effect over long trousers.

FIRST TRAVELER (*entering from right*). Who dwells behind these mighty, frowning walls?

SECOND TRAVELER (*entering from left*). 'Tis Fame. These are the walls of the castle wherein dwells Fame.

FIRST TRAVELER (*from left*). That Fame for which men give their lives and sell their very souls?

THIRD TRAVELER (*from left*). That Fame for which some men seek while others seek for yellow gold?

FIRST TRAVELER. The same.

SECOND TRAVELER. And should Fame admit them to her castle, what have they then?

FIRST TRAVELER. Fame, once she admits you to her castle, promises that you shall never be forgotten.

SECOND TRAVELER. Never forgotten?

THIRD TRAVELER. Always remembered?

FIRST TRAVELER. Aye, never forgotten, always remembered. Even Death may touch mortal man with his cruel grasp but if Fame has received him, his name and all he has done shall be remembered as long as men thinks, or winds blow, or rains fall; as long as grass shall grow or mountains crumble or rivers flow, shall a man's name last if Fame crowns him with her laurel wreath.

Scene Two

The stage is set with plain back and side drops. A set of two steps, one above the other, forms a semi-circle. FAME is seated at *left center*, slightly above last

step, wearing an olive wreath as crown.

ATTENDANT. Hail Fame! Eternal Fame! Greatest of all art thou in the minds of men! Millions seek thee, giving their all for thy smile.

FAME. And for good reason do they seek me! Once I have crowned a human being with my wreath of laurel, that man or woman shall be forever remembered.

ATTENDANT. Great Fame! Pilgrims knock at thy gates, seeking entrance.

FAME. Admit them. We shall question them and see what they desire.

ATTENDANT. Great Fame, here are the pilgrims who desire converse with thee.

FAME. Pilgrims, what seekest thou?

FIRST PILGRIM. Oh, great Fame, we come from far off America to present a name for thy consideration.

FAME. What is the name?

SECOND PILGRIM. Our land is young and not many of our people have yet sought admittance to thy Castle of Immortality, oh Fame. We present for thy consideration the name of Washington Irving, one of our earliest writers, and the first of our authors known abroad.

FAME. Tell me what he has done to deserve my Laurel wreath.

THIRD PILGRIM. When our land was young, he gathered some of our best folktales together and retold them in his own delightfully humorous and original style.

FAME. And what are the names of some of them?

FIRST PILGRIM. Washington Irving wrote "Rip Van Winkle," that charming tale of an old man who went to sleep and didn't wake up for twenty years, and "The Legend of Sleepy Hollow" which tells of a superstitious schoolmaster's adventures with a headless ghost.

FAME. And you say they are humorous?

SECOND ATTENDANT. Millions have laughed at them, oh Fame.

FAME. If he has lightened the burdens of poor humanity in such fashion, I shall have him considered. Take his books to the judges to decide whether he is worthy to join the immortals. (Attendant takes books to the judges, off-stage and then returns. Pilgrims arrange themselves at right.)

ATTENDANT. More Pilgrims await thy interview, Great Fame.

FAME. Admit them that I may hear their pleas.

FIRST PILGRIM (of second group). Oh,

Eternal Fame, we speak for the inventors and philosophers of America, without whose work there could be no literature.

FAME. I understand not your words, Pilgrim.

FIRST PILGRIM. Invention, of Fame, has spread the influence of literature through new means of communication and transportation, while Philosophy is the basis on which all great literature is built.

FAME. And what inventor's name do you wish to present?

SECOND PILGRIM. Thomas Alva Edison, inventor of the electric light, the talking machine, and the motion picture, which have done more for literature and the arts than any other inventions.

FAME. And who is the philosopher whom you wish to have considered?

THIRD PILGRIM. Ralph Waldo Emerson, whose great essays taught men to think and to apply their thinking to their daily lives. We feel that Emerson is the greatest philosopher that our country has yet produced.

FAME. We shall consider them.

(The second group of Pilgrims range themselves on left of stage, to far left of Fame.)

FAME (as new group appears). And what does this group desire?

FIRST PILGRIM (of third group). Oh, great Fame, we represent the poets of America.

FAME. Has America produced any truly great poets?

SECOND PILGRIM. The history of America's progress is brightened by the names of many poets, but for Fame's immortal crown we present the names of but a few, those whom the world calls the greatest.

FAME. And what are their names, Pilgrim?

THIRD PILGRIM. Henry Wadsworth Longfellow, Edgar Allan Poe, John Greenleaf Whittier, and Walt Whitman, the good gray poet.

FAME. And what have these poets written that they should be rewarded by us above all others?

FIRST PILGRIM. Walt Whitman in his long lifetime produced only one small volume of verse, called "Leaves of Grass" but that one small book is so original in form that it has carried his name to the uttermost parts of the earth.

SECOND PILGRIM. Edgar Allan Poe has written some of the most weirdly beauti-

ful and hauntingly musical verse that the world has ever known.

THIRD PILGRIM. The sweet simplicity of Henry Wadsworth Longfellow's poetry has found its way into the hearts of plain men and women everywhere.

(*Before Fame can answer, another Pilgrim arrives.*)

FOURTH PILGRIM. Am I too late? I too have a name I would present for Fame's consideration.

ATTENDANT. Another poet?

FOURTH PILGRIM. Edna St. Vincent Millay, a contemporary American poet.

FAME. Can you read something from her poems?

FOURTH PILGRIM (*Reads Edna St. Vincent Millay's "Ballads of the Harp Weaver."*)

FAME. A beautiful poem indeed. Truly, she deserves consideration with the others.

ATTENDANT. Other Pilgrims wait without, oh Fame.

FAME. Permit them to enter.

FIRST PILGRIM (*of Fourth group, speaking as he enters left.*) Great Fame, hearing of thy great gift of immortality, we would present for thy consideration the names of a few American prose writers.

FAME. Approach and name them.

SECOND PILGRIM. Edward Everett Hale, whose "Man Without A Country" teaches a never-to-be-forgotten lesson of patriotism.

THIRD PILGRIM. James Fenimore Cooper; the first American novelist to use his own country as the setting of his stories.

FIRST PILGRIM. O. Henry, master of the short story.

SECOND PILGRIM. Mark Twain, most famous of American humorists.

FAME. The judges shall consider them all.

ATTENDANT. Still others seek entrance at thy gates, oh Fame.

FAME. Admit them. (*then speaking as they enter.*) Strangers whom do you represent?

FIRST PILGRIM (*of fifth group.*) I present the name of John Singer Sargent, whose great mural "The Frieze of the Prophets," painted on the walls of the Boston Public Library has attracted international attention.

SECOND PILGRIM. I present the name of James MacNeil Whistler.

FAME. And what has Whistler done to merit consideration?

SECOND PILGRIM. We have brought a

copy of his beautiful painting "Portrait of My Mother" so that you may judge his worth as an artist.

ATTENDANT. It is indeed a masterpiece!

FAME. Tell me more about it.

SECOND PILGRIM. When Whistler painted this picture he offered it for sale in America, but no one seemed to appreciate its worth for it was not sold. Eventually, it was returned to Europe, where the French government bought it. It now hangs in the Louvre.

FAME. Present the names of James MacNeil Whistler and John Singer Sargent to the judges. (*A pause while the attendant goes out.*) Are there still others without?

ATTENDANT. One group remains to be heard.

FAME. Bring them to me. What seek you?

FIRST PILGRIM (*of sixth group.*) We present the names of two American composers, Percy MacDowell and Stephen Collins Foster.

THIRD SPEAKER. Percy MacDowell wrote "To A Wild Rose" and Stephen Collins Foster wrote "Suwanne River," "My Old Kentucky Home," "Massa's in the Cold, Cold Ground" and many other melodies of the old South, known and sung and loved 'round the world.

FAME. Sing them for us that we may judge their worth.

(*All on stage sing one of Foster's melodies.*)

FAME. Beautiful, indeed. Submit the names of Percy MacDowell and Stephen Collins Foster to the judges.

(*The Attendant steps off stage for a moment. Meanwhile soft music is heard.*)

ATTENDANT (*returning.*) Great Fame, the judges have reached a decision. (*The two judges slowly enter and take their places on platform.*)

FIRST JUDGE. We have decided, oh Fame, that all the candidates whose names have been proposed are entitled to thy reward of immortality. Their work ranks with the masters and deserves to be remembered.

FAME. Let us proceed with the ceremony.

(*The lights begin to dim.*)

FIRST JUDGE. I propose the names of these great Americans as deserving to be crowned with Fame's laurel wreath of immortality. (*Soft music is heard all*

through the ceremony. As each name is called, a candle is lighted.) Washington Irving, Edward Everett Hale, James Fenimore Cooper, O. Henry, Thomas Alva Edison, Mark Twain, Ralph Waldo Emerson, John Singer Sargent, Henry Wadsworth Longfellow, James MacNeil Whistler, John Greenleaf Whittier, Percy MacDowell, Walt Whitman, Stephen Collins Foster, Edna St. Vincent Millay. (By the time the last name is called, the stage is in darkness except for the light of the candles.)

SECOND JUDGE. And may their names never be forgotten, so long as the mind of man remembers - - -

ATTENDANT. So long as the rivers flow down to the sea - - -

FAME. So long as the mountains endure - - -

FIRST JUDGE. So long as winds blow or tides ebb and flow.

FIRST PILGRIM. And shall they always be remembered?

FIRST TRAVELER (*repeating speech in scene one*). Aye, always remembered, ne-

ver forgotten. Even Death may touch mortal man with his cruel grasp, but if Fame has received him, his name and all he has done shall be remembered as long as men think, or winds blow, or rains fall; as long as grass shall grow, or mountains crumble, or rivers flow, shall a man's name endure if Fame crowns him with her laurel wreath.

(Curtain)

Fame	Judges
	* * *
Group I	Group II
	* * *
Group III	Group IV
	* * *
Group V	Group VI
	* * *
	Candle Holders

GROUPING AT FINALE

News, Notes, and Comments

The nation-wide interest recently aroused in the subject of motion pictures and their influence, particularly upon youth, makes timely the publication this month of a monograph by William Lewin, *Photoplay Appreciation in American High Schools*, sponsored by the National Council of Teachers of English. For information regarding this book, address the Public Relations Committee of the National Council of Teachers of English, 246 Waverly Place, New York City.

The "Merit Parade" column is a regular feature of the school page appearing each Wednesday in the Pittsburgh (Pa.) Post Gazette. This column purports to recognize the achievement of outstanding students in the high schools. The written account given with the student's picture is a description of personal qualities, of accomplishments, and of meritorious services which may well serve as an inspiration and a goal for other students while, at the same time, it acquaints parents

with the traits of character and personality whose development is fostered by the public schools. Students are chosen for the "Merit Parade" by the principal and teachers of the individual schools. The editor of the school page, a member of the regular staff of the newspaper, writes the descriptive paragraph from information given by the school. The school page is part of an expanding public relations program which includes a weekly radio broadcast from Station KQV. Through the participation of teachers and pupils in this broadcast, attempt is made to acquaint parents with the varied activities of the schools.

Perhaps to the Senior High School of Pontiac, Michigan, goes the honor of giving a high school play the greatest number of times at the lowest admission charge. *Seventeen* by Booth Tarkington, was there presented to packed houses six evenings and one matinee. The admission charge was seventeen cents to adults, ten

cents to children—with no extra charge for reserved seats. The play was directed by W. N. Viola who is widely known for his pioneering in the field of dramatics.

ADA MOHN-LANDIS STORY CONTEST, 1934

Decisions of the judges in the 1934 Ada Mohn-Landis Story Contest (for selections to be used in declamatory medal contests) have been announced by the National W.C.T.U., sponsors of the contest, as follows:

In the senior group (stories for recitation by youths and adults), the first prize of \$50.00 was won by Lois Snelling, of Routs 3, Box 128, Rogers, Arkansas, with her story entitled, "Mockery," while second prize, \$10.00, went to M. Ruth DeLong, Salem, Iowa, whose story was called, "In the Death Cell."

In the junior group (stories for recitation by young folk under high-school age), the first prize, \$50.00, was awarded to "Jimmie's Advice," by Constance Winchester, 816 Euclid Avenue, Toledo, Ohio, and the second, \$10.00, to "Not Mine But America's," by Eleanor Cameron, 1060 W. 20th St., Des Moines, Iowa.

Who should coach the Senior play? Should he or she receive extra pay for this work? When should that work be done? These and other questions related to them are answered by Superintendent Paul Alexander of Greensburg, Indiana, who has this to say:

"The following plan has been found helpful here. A course in General Public Speaking is offered for English credit in the second semester of the Senior year. This course has as its aim the improvement of speech as an aid to social adjustment. In order that this aim be realized, a study and application is made of the general principles of public speaking, after which a limited study is made in each of its fields. During the last few weeks of the course some work is given in dramatics, which provides practice in the interpretation and production of plays. This work is concluded by the preparation and presentation of a play in the school auditorium. This is in reality the Senior class play. By this method the Senior class play becomes curricular rather than extra-curricular. The questions as to time and responsibility are definitely answered, and in addition the play makes an excellent teaching project."

FRANCE HONORS SCHOOL

"If we are to be valuable American citizens it is necessary that we appreciate the culture and viewpoint of at least one foreign country, and if we are to do this we must learn the language of another people."

Thus tersely did Paul Tamagno, senior at Rye High School, Rye, N. Y., describe the attitude which won for his school the recognition of the French Government. He was one of three students, all members of French classes, who spoke at the assembly exercises on May 16 when M. Jalenques, deputy French consul general at New York, bestowed upon the School the Lafayette Medal of France in recognition of the methods employed in this school to familiarize its French pupils with the culture, customs, language, and characteristics of the French people.

DEBATE MATERIAL

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HAROLD E. GIBSON, Director.

Stunts and Entertainment Features

A SONG PAGEANT

Ann Harmacek

Are you replacing your operetta with something entirely original this year? It is a splendid chance for student leaders to show what they can do, and a fine chance for the whole glee club to be more than a mere chorus. Better still, here is a way for the rest of the school and the community to take part in the fun with you. Have a song pageant.

A song pageant is any collection of songs, having some musical, educational, or historical value, pictorially presented by singers and actors. Our song pageant was inspired by a little pamphlet from which we had been singing, called, "Sing Around the World Songs". But you can choose an original list if you wish. Have about ten settings or tableaux.

This done, you will explain the whole project to your entire group, and place each one in one or more tableaux. These groups can rehearse separately and plan all their own details. In the "Sing Around the World Songs" each tableaux group represents a country. But if you make up your own list, the title of one your acts might be, "An Old-Fashioned Garden", with such songs as "Flow Gently Sweet Afton", or "Robin Adair"; or you might call them "Pictures Without Frames" and sing "Last Rose of Summer", "Kathleen Mavourneen", Santa Lucia"—anything that you could picturize.

Published by Woman's Press, 600 Lexington Ave., New York City.

Whatever type of song pageant you give, have a short slightly humorous introductory tableaux. Here is a suggestion. Have a group of very small first graders present several nursery rhymes. There is a "King" in one corner "counting out his money", the "Queen", in another corner "eating bread and honey". Across the back of the stage, the maid is hanging out her snowy white wash. In the center is a large pie in which a number of children sit dressed up as blackbirds, their heads on their folded knees. Perhaps they are covered with a creamy cloth. A little blackbird stands at the side and sings, "The King was in his counting house, etc.", en-

acting the part "plucked off her nose". At the second verse, the birds pop out and sing one or two other rhymes.

To present the tableaux of the countries, erect a miniature flag pole at L. stage. Your stage carpenters, or the manual training department can do this. Two Boy Scouts run up each nation's flag as the songs are sung. Some of the girls can make these flags. If your audience would enjoy community singing, your song leader can have them sing one or two songs before each tableau. This will give the stage hands time to set the stage.

The first flag you raise is our own "Stars and Stripes". A negro tableau is most picturesque, and you can have spirituals, solos, quartets with banjo accompaniment or a full chorus. So you continue around the world. A German village fair with folk dancing, solos and gay chorus work, a Hungarian gypsy scene, an American Indian scene, an old French ballroom scene, and an Italian street scene are filled with suggestions.

The purpose of this program is to acquaint your students and your audience with the wealth of folk music produced by the peoples of the world and their differences. You may wish to take some other phase of music to study, such as the history of American music down through the old ballads, the war songs and the more modern pieces.

FOOTBALL RALLY STUNT

H. E. Chastain

A miniature bleacher is erected, in a diagonal position, on the stage and twenty or thirty representative students forming a rooting section are discovered as the curtain arises. Some school colors, emblems, pennants, pom-poms, and home school banners are scattered throughout to add color. The regular school yell leaders are prancing up and down in front of the stands and the kick-off of the game is about to happen. In the center of the stand is a microphone and a typical radio announcer is rapidly describing the scene of the important game, giving starting line-ups, actions of coaches and players warming up. Suddenly a tenseness is felt.

the announcer signals that the game is about to start, and the yell leaders call for a "big tiger (any school yell) on the kick-off". The yell is given with a vim and from then on a typical sport broadcast is made, carefully prepared beforehand of course, using local home team players and the names of opposing players. The rooting section act out the natural reactions to the events which happen on the field. During the course of the game, which may be played in halves, (allowing time in between for a talk by coach, captain, or student leader) it is always more exciting to have each team gain the lead by spectacular play or breaks. Of course the home team wins out in the end and the rooting section breaks up into a serpentine, singing the school fight song, in which the yell leaders have the whole school audience join. In order to gain a more unified reaction from the rooting section a leader may be stationed off stage in the wings in plain sight of the rooters who imitate his exaggerated reactions to the radio announcer's account of the game. Care should be taken to give this account plenty of variation and not to make it too long.

Mr. Chastain is vice-president of the Roseville Union High School, Roseville, California.

THE OVERALL BOYS

Irene Barber

This stunt of the little overall boys is especially puzzling and highly entertaining to any type of an audience. It is easily performed, however, and requires no expense in preparation.

Four girls (more or less) stand behind a long table which is just high enough to be reached easily with their hands. Each girl then slits a shirt up the center back nearly to the top, places it around her in proper position, fastening the collar about her neck, but allowing the sleeves to hang loose from her shoulders.

She then places her arms in the legs of a small pair of overalls (size four) and pins the straps well back on her shoulders over the shirt. (These overalls probably can be borrowed from a merchant.) Shoes to correspond in size with these garments are then placed on her hands and a straw hat on her head.

A screen the length of the table and about six feet tall is then placed immediately behind the girls dressed as indicated

below. This can easily be made of a simple frame work of small strips of wood covered with some material such as old sheets. Instead of using a frame work, one might employ several boys standing on chairs behind scenes to hold up the sheets.

Then as many girls stand back of the screen as in front and directly behind them. The second group cut small slits in the sheet and place their arms through these and into the sleeves of the shirts



before mentioned. Thus one group of girls form the legs and body of the little performers, and the second simply operate the arms.

The front of the table is then covered with material so the crowd can not see beneath it.

As you will guess, the general effect is of small boys standing on the table. The

girls can sing the chorus of any popular song as the ones manipulating the arms make appropriate gestures. One song which has been used with great success is "This Little Pig Went to Market." These can be made very humorous if practiced carefully.

Through the second chorus, the girls operating the legs of the overalls work out dance steps. Of course all of these motions can be varied to suit the occasion. The girls in this group are sure to enjoy the several concentrated practices which this stunt requires.

As the last chord is struck and the little boys tip their hats and bow, the audience is certain to applaud for an encore. Be prepared to favor them.

AN ALL SCHOOL "BANQUET"

A simple light lunch consisting of sandwiches, pickles, maple sugar candy, and nuts, can be made more than ordinarily interesting by attaching special significance to each item on the menu. Of course nothing will be said about the lunch until everyone is served. Then the master of ceremonies will explain that really an all school banquet is being served—that each class is being particularly honored. "Pickles are served with special regard for the freshmen. With the recollection of the verdant color of these jerkins, let's think of this occasion with respect to the class of that hue. And, too, there is the ham, which will of course suggest the sophomores. Let's eat our sandwiches with honor to that class. The maple candy, like the junior class, stands for the saps that make it up. And there are the seniors—Nuts to Them."

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individuals. Counselors, and especially writers on vocational psychology, have pictured the individual as the repository of a single vocational aptitude, a static entity to be discovered by means of psychological tests. There is a tendency to define our task as that of prediction, and to regard the counselor as a glorified fortuneteller. The available evidence shows that this conception is wrong, out of tune with facts. One of our immediate tasks is to correct our own thinking about human capacities, and to enlighten the public concerning the more modest services that we can actually render.—Fred C. Smith.

During the winter of 1932, a class in fly casting was organized at Duluth Central. The interest in this class has grown until this year there are over eighty members.—*Health and Physical Education.*

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Games for the Group

A FRESHMAN HELLO PARTY

Ruth C. Anderson

With the opening of the school term, administrators and teachers everywhere are faced with the problem of helping the incoming students, particularly the freshmen, to become acquainted and to become adjusted as quickly as possible to their new environment. The larger the school, the more difficult the problem, and consequently the greater the number of unadjusted and friendless freshmen.

The high school in which I teach has an enrollment of about three thousand students and a faculty of one hundred. It is not to be wondered at that many of the incoming freshmen feel lost and find it hard to adjust themselves during their first semester. Up until a short time ago, therefore, that problem of getting these freshmen acquainted with one another, with the faculty, and with the student association leaders, was a serious thing with us. To a large extent we have been able to meet it through the Freshman Hello Parties.

About two years ago our Dean of Girls, who serves also as sponsor for the student association affairs, arranged with the Board of Directors a series of Hello Parties for all the entering freshmen and the low tenth students coming in from junior high school. These proved so successful that they have come to be an established activity in our social program and are given at the beginning of each semester. The plan follows.

There are as a rule twelve to fifteen of these new registry or home-groups, each with a membership of about forty students. Two of these classes are invited to each party which are held twice a week until all have been included. At every party the Principal, the Woman Vice-principal (Dean of Girls), the Man Vice-principal (Dean of Boys), the Class Counselor, the Class Sponsor, the registrars (home-room teachers) of the classes invited for that day, and the student association officers are present.

As the student guests arrive, each is given a mimeographed program in the form of a booklet, and a pencil if he hasn't

one of his own. In order to carry out the school colors, the booklets are generally made of orange drawing paper. Each page of the booklet bears the following information. This varies slightly from year to year and may be changed to fit the needs of any particular class or school.

PAGE 1. The Cover has on it the title

FRESHMAN HELLO PARTY

CLASS OF FALL (Spring) 193—

FRESHMAN REGISTRY ROOMS

ROOM NUMBERS ARE

LISTED

PAGE 2

FACULTY FRIENDS

Our Principal _____
Our Dean of Girls _____
Our Dean of Boys _____
Our Counselor _____
Our Sponsor _____
Our Registrar _____

PAGE 3

STUDENT ASSOCIATION LEADERS

President _____
Vice-president _____
Secretary _____
Treasurer _____
Assistant Treasurer _____
Custodian _____
Athletic Manager _____
Yell Leader _____
Editor of School Paper _____
Editor of School Journal _____
Manager of Journal _____
President Girls Athletic Ass'n. _____

PAGE 4

AUTOGRAPHS OF CLASSMATES

PAGE 5

I SHOULD KNOW THAT

Balboa's motto is _____
Balboa's colors are _____
Balboa's teams are called _____
Balboa's newspaper is called _____
Balboa's journal is called _____
Balboa's insignia is _____
Low seniors wear _____
High seniors wear _____
Balboa's major sports are _____

Other information may be added to this

page, or the facts called for may be changed to suit the needs of the particular school interested.

At the beginning, the class sponsor welcomes the guests and explains to them that the purpose of the party is to get acquainted with as many persons present as possible. The counselor and the administrators also welcome the freshmen—the purpose being as much to get these teachers before the group so they will be recognized as it is to have speeches made. Sometimes a brief musical program is put on by some of the talented members of the student body, but more often the youngsters are told to see how many signatures and answers they can secure in forty-five minutes. They are turned loose, and the room buzzes with chatter and laughter.

The fact that these youngsters have something definite to go after makes them less self-conscious and gives them something to talk about. The faculty members and student officers make the most of this opportunity of getting acquainted. They ask questions that draw out the freshmen and very often discover important facts that will help later in making adjustments. The newcomers quickly catch the friendly spirit of the school.

Simple refreshments are served informally. Sometimes these refreshments consist of ice cream and cookies, sometimes package ices or ice cream sandwiches. While these are being eaten the student association officers explain about the sports, club activities, and other student affairs.

At the end of an hour and a half our freshmen have lost that feeling of strangeness and fear for they have met the school leaders, they have talked informally with the "formidable" administrators, they have become a part of the school. As important, they have taken that first step toward a happy, successful high school life.

A SHOW BOAT

Anna D. Harmacek

All have heard the gay and romantic stories of the "show boat" days along the river; what glamour and fun rode with the big white boat. Back of it all was a captain who brought the players and amusements to dock for the pleasure of his passengers. Then why can't you captain a "show boat" today in your club rooms or auditorium for an evening of

fun for club members and friends?

"Ladies and Gents and Children! All-aboard for the Show Boat! Here she comes!"

First of all, the show must be chosen and prepared. Whether it is a play, a minstrel, or a "vodvil", let it be the best you can produce; this is the big drawing card of your venture.

At the entrance door have a short gang plank, a barker and a purser in uniform. If possible, the "show boat" occupies several rooms so that the theater or auditorium may remain undisturbed. The rooms which are the boat, are decorated with streamers of white crepe paper about the lower half of the wall to represent the deck rail. The ceiling may have twisted streamers of white and bright blue crepe paper and some Japanese lanterns. Lines of colored pennants are strung here and there along the deck, while everywhere handbills advertising the "show" and its players are in evidence. The orchestra plays while the guests are arriving. The "show" itself does not last the entire evening, so before and after, there are various entertaining things for the guests to do on board the boat. However, guests who

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come only for the "show" are comfortably accommodated, and spectators are not barred from the entertainments.

The entertainments may consist of:

A refreshment stand located at one end of the boat, dispensing cooling drinks and whatever else seems suitable.

Card games played at small tables placed near the wall or "deck". Here are a number of lounging chairs of the garden variety, carefully arranged.

Deck games, such as ping-pong, quoits and table tennis are played. Elimination tournaments of any six players may be arranged and the winners given a small prize.

Deck sports, such as tumbling, acrobatics or tap dancing may be presented in a short program repeated several times.

The Pilot's Cabin is decorated with old maps, a blanket or two, a small table and lamp, and a long black telescope. Guests ask the pilot one or two questions, then he looks at the stars and tells them what the stars say or perhaps gives them a short horoscope or fortune.

A "souvenir and curiosities" counter auctions off numerous articles from handkerchiefs to cakes. These have been do-

nated by members of the group captaining the cruise.

Dancing, if space permits, will add much to the merrymaking, especially if serpentine and confetti are given away during the last two or three dances, and hornpipes are featured in the music.

The entertainments are added to or changed according to available space and talents of the group. As preliminary advertising, suggestions for a suitable name for the "Show Boat" may be requested. The name chosen is prominently displayed over the entrance, on the stage, and on the officers' arm bands.

Note: The "Show Boat" is easily adapted as a money-maker. Complimentary tickets are given as a prize for the best name and tickets are also sold for the "show". The refreshments and souvenirs are also sold. Deck entertainments may be free or charged for singly. These fees are very small in contrast with the "show", and care should be taken that guests coming only for the "show" are comfortably accommodated.

LAWYER

The members of the group sit in a circle around the room and each member is ask-

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ed to retain as his lawyer his left hand neighbor. Every member in the room is then asked to exchange seats with some other person in the group. The object of this exchange is to rearrange the seating so that each man's lawyer will not be at his left hand. One person from the group is chosen to be IT. This person is called the prosecutor. He may address any person in the room, asking any question that he wishes to ask. The person spoken to, however, refuses to answer and his lawyer must answer instead. If the person addressed answers the prosecutor himself, or if the lawyer forgets to answer for his client the person failing in his part of the game must be IT. The secret in the success of this game lies in having a rapid questioner, and one who knows the group well enough so that personal questions may be asked. If the prosecutor says to one member of the group, "Where were you Saturday night?" and the lawyer for the person addressed says, "I went to the show," should then turn to the lawyer and ask, "How do you know where 'So and So' was?" Almost invariably if the conversation is made personal the lawyer, who by being questioned has become the client, will speak for himself in regard to this question instead of permitting his own lawyer to answer for him. A great deal of merriment will result from this game properly carried out.

The reason American average intelligence is only that of the twelve-year-old is not so much lack of capacity as it is the fact that much learning has been made so drab and uninteresting that most people flee from it like a pestilence. If civilization is to endure, educators must cease attempting to rationalize absurdities.—*Arthur B. Hewson*.

"You cannot give a child power. You can hand him his tools. You can teach him to use them. But his is the hand; his is the will that must drive. Then will his soul grow."—*Angelo Patri*.

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EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS, by Elbert K. Fretwell, professor of education, Teachers College, Columbia University. Published by Houghton Mifflin Company, New York, N. Y.

This book is the masterpiece one would expect from the dean of the extra-curricular movement. Its style is vigorous; its text is rich with thought; its philosophy is inspiring. Always with a high regard for the curriculum Dr. Fretwell presents the principles underlying extra-curricular activities in a manner that impresses the reader with the vastness and importance of the field. More than that, he gives advice, instructions, and illustrations that enable the reader to carry out a sound and practical extra-curricular program. In this book most of the major phases of extra-curricular activities are treated thoroughly and practically, but its chapters on student government are the last word on that subject.

THE THEORY OF PLAY, by Elmer D. Mitchell, director of intramural athletics, University of Michigan, and Bernard S. Mason, formerly assistant professor of sociology, Ohio State University. Published by A. S. Barnes and Company, New York, N. Y.

The new leisure, the new belief in the field of psychology, and the revelations of modern scientific research called for a new book on play and recreation. This is that book. The authors have treated the subject interestingly and exhaustively. Approximately, fifty of the book's large pages are given to the historical background of play, one hundred to the theory of play, one hundred to the need for play, and the remaining three hundred to the administration of play. Throughout this book the authors have made good their opportunity to aid in the maintenance of health, formation of character, and development of citizenship through play.

ORGANIZATION AND SUPERVISION OF GUIDANCE IN PUBLIC EDUCATION, by Richard D. Allen, Ph. D., Assistant Superintendent of Schools, Providence, Rhode Island. Published by

Inor Publishing Company, New York.

This volume is number IV in the *Inor Group Guidance Series*. It is a book of more than four hundred pages besides numerous illustrations. The author of this book is lecturer at Brown University, Boston University and Harvard University. He was once president of the National Vocational Guidance Association. His wide and numerous contacts with the guidance are evident from this masterful and comprehensive treatment of the subject. This book unlike most others on the subject of guidance, is not confined to vocational guidance, but rather treats of the whole problem of human engineering. The content is specific and practical. The author's style is vigorous and compelling.

JOURNALISM FOR HIGH SCHOOLS, by William N. Otto, Shortridge High School, Indianapolis, Indiana, and Mary Marye, J. Sterling Morton High School, Cicero, Illinois. Published by Harcourt Brace and Company, New York, N. Y.

The purpose of the authors of this book has been to prepare text material suited especially to journalism students in high school. Although they give a glimpse of professional journalism, the authors do not vary from their main purpose. This book may be used as a textbook for students engaged in the work of publishing the school newspaper. For either use the book is good. With language easily read and understood by high school students it wages a campaign to increase the students sensitiveness to his environment and to offer him the school paper as an organ of expression, and to give him knowledge and judgment to achieve those two main objectives. It is complete and profusely illustrated.

PLANNING YOUR FUTURE, by George E. Myers, Professor of Vocational Guidance, University of Michigan; Gladys M. Little, Assistant Principal, Cleveland Intermediate School, Detroit, Michigan, and Sarah A. Robinson, Girls' Counselor, Hutchins Intermediate School, Detroit, Michigan. Published by McGraw-Hill, Inc., New York, N. Y.

This is a textbook in occupational civics for junior high school grades. Its purposes are to give youth of the junior high school age a start in thinking seriously and intelligently about educational and vocational plans for the future, to aid them in accumulating information upon which to base their thinking, and to broaden their knowledge and appreciation of the world's work and how it is done. These purposes the book seems competent to do. Its content is well organized, it is written in an interesting manner, and its generous use of illustrations give it appeal as a guidance textbook.

THE FOLK COSTUME BOOK, by Frances, H. Haire, director of recreation, East Orange, New Jersey. Illustrated by Gertrude Moser. Published by A. S. Barnes and Company. New York, N. Y.

The author of this book has answered clearly and authoritatively difficult questions that have been a constant source of annoyance to directors of pageantry and dramatics. What is correct in costume for people of Spain, Denmark, Austria, Italy, or other European countries? How may those costumes be made? These are the questions answered by this book. It gives twenty large full page color plates, detailed descriptions, and directions for making costumes of more than twenty foreign countries. In addition, it describes the period costumes of the United States. This is a book that any high school would prize highly.

Comedy Cues

PLENTY TOUGH

Bride of a Week (in tenement district): "I want a loin to cook."

Butcher: "Okay, goilie, I'll see if I can find youse a cook book."

"What'd that guy say when you told him you could tell his past, present and future circumstances for five dollars?"

"He said I was sure mistaken about his present circumstances."

Wifie: "This is lovely soup."

Hubby: "Ah, but you should have heard the kind that mother used to make."

AGREEMENT

A colored maid in a certain home answered the phone. "Yas'm," her mistress heard her say.

"Yas'm," said the maid a second time. Then she added, "it sho' am," and hung up.

The telephone rang again, and the girl made the same replies, and then disconnected.

"What kind of a conversation was that, Lucy?" the mistress asked. "What did they want?"

"Well," said the maid, "dey asked if dis was de Jones' house, an' I say 'yas'm', an' dey ask if Mrs. Jones am home, an' I tol' 'em 'yas'm', an' den dey say, 'Long distance from Washington, an' I say, 'It sho' am'."

USELESS FIGURE

Cop: "Didn't ya hear me yell for you to stop?"

Lady Driver: "No, sir."

Cop: "Didn't you hear me whistle?"

L. D.: "No, sir."

Cop: "Didn't ya see me signal?"

L. D.: "No, officer."

Cop: "Well, I guess I might as well go home. I don't seem to be doing much good around here."

If you're wondering what happens to little boys who don't tell the truth, we'll put you wise—they make a big hit with the men they caddy for!

BIG HELP

Breathless Hunter: "Say, boy, did you see a fox run by here?"

Boy: "Yes, sir."

Hunter: "How long ago?"

Boy: "It'll be a year next Christmas."

DEFLATION

"Ah, my dear young lady," exclaimed the awesome attendant at the awesome entrance of the silen-hung room. "You wish to consult the Madame Marajah, the mystic of the Orient?"

"Yep," replied the young caller. "Tell her that her kid sister is here and Ma wants that she should get a couple pounds of hamburg steak on her way home."

VERY DEEP

First Snake (at the zoo): "Here comes a woman."

Second Ditto: "I'm glad I'm not in her shoes!"

WHEN EVERYONE LOSES

A small boy came hurriedly down the street, and halted breathlessly in front of a stranger who was walking in the same direction.

"Have you lost half a dollar?" he asked.

"Yes, yes, I believe I have!" said the stranger, feeling in his pocket. "Have you found one?"

"Oh, no," said the boy. "I just want to find out how many have been lost today. Yours makes 55."



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